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Work experience programs in 18 California junior colleges were studied. Data for the 1962-1963 school year were gathered through personal interviews with representatives of the colleges. Information on the status of approved programs, superior practices, principal difficulties encountered, and suggestions for organizing and conducting work experience programs is given. Program status is summarized in 21 tables and 14 figures which include subject fields offered, program expansion plans, length of programs, and the cost per student. Some elements of superior programs included: (1) The total work experience program involved activities challenging to the student and directly related to the goals of the program, (2) Criteria were established for student selection, and (3) An objective evaluation system for the program was maintained. Some of the suggestions for organizing and conducting a program covered related instruction, school credit, advisory committees, and school personnel orientation. (SL)

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A Survey of Junior College Work Experience Education Programs

1962-63

DIVISION OF VOCATIONAL EDUCATION
UNIVERSITY OF CALIFORNIA, LOS ANGELES

IN COOPERATION WITH

BUREAU OF INDUSTRIAL EDUCATION
CALIFORNIA STATE DEPARTMENT
OF EDUCATION

VT 01347
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A SURVEY OF JUNIOR COLLEGE WORK EXPERIENCE EDUCATION PROGRAMS
1962-63

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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UNIVERSITY OF CALIFORNIA, LOS ANGELES
IN COOPERATION WITH
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CALIFORNIA STATE DEPARTMENT OF EDUCATION

OCTOBER 1963

FOREWORD

A renewed interest in work experience education has developed in recent years in the public schools of California. This interest has been particularly noticeable in the junior colleges.

As an aid to the further development of junior college work experience education programs, the California State Department of Education, in cooperation with the Division of Vocational Education, University of California, conducted a study of these programs during the summer of 1963. The study was not intended to be an exhaustive or an evaluative study of the effectiveness of work experience education, but was intended to provide an overview of such programs and to highlight desirable practices.

Recent national studies in vocational education suggest that work experience education programs should be developed with renewed emphasis in order to expand the scope of vocational education and in order to make vocational education available to more of California's youth and adults.

E. G. Kramer, Chief
Bureau of Industrial Education
California State Department of Education

ACKNOWLEDGEMENTS

In order to facilitate the research involved in gathering and analyzing the data for the study of Junior College Work Experience Education Programs, the Division of Vocational Education employed two junior college instructors during the summer of 1963: Mr. William T. Ackerman, Orange Coast College, and Mr. Edward M. Buckles, Porterville College. Mr. Ackerman and Mr. Buckles participated in all phases of the study and actually conducted the interviews with representatives of the cooperating junior colleges. Their services were extremely effective and their contributions to the study are a credit to the junior colleges they represent. Serving with equal distinction was Mr. George H. Peranteau, graduate student at UCLA.

The following brief sketches identify further their background and experience:

William T. Ackerman has worked in industry as a machinist's apprentice and as a journeyman machinist. He has taught high school vocational machine shop for six years. He is now instructor in Metal Trades at Orange Coast College, where he has taught for nine years. He has been the major area instructor in Metal Trades Work Experience Education for the past six years. Mr. Ackerman holds a B.S. from the University of Pittsburgh, an M.A. from Long Beach State College, and a Class A Vocational Credential.

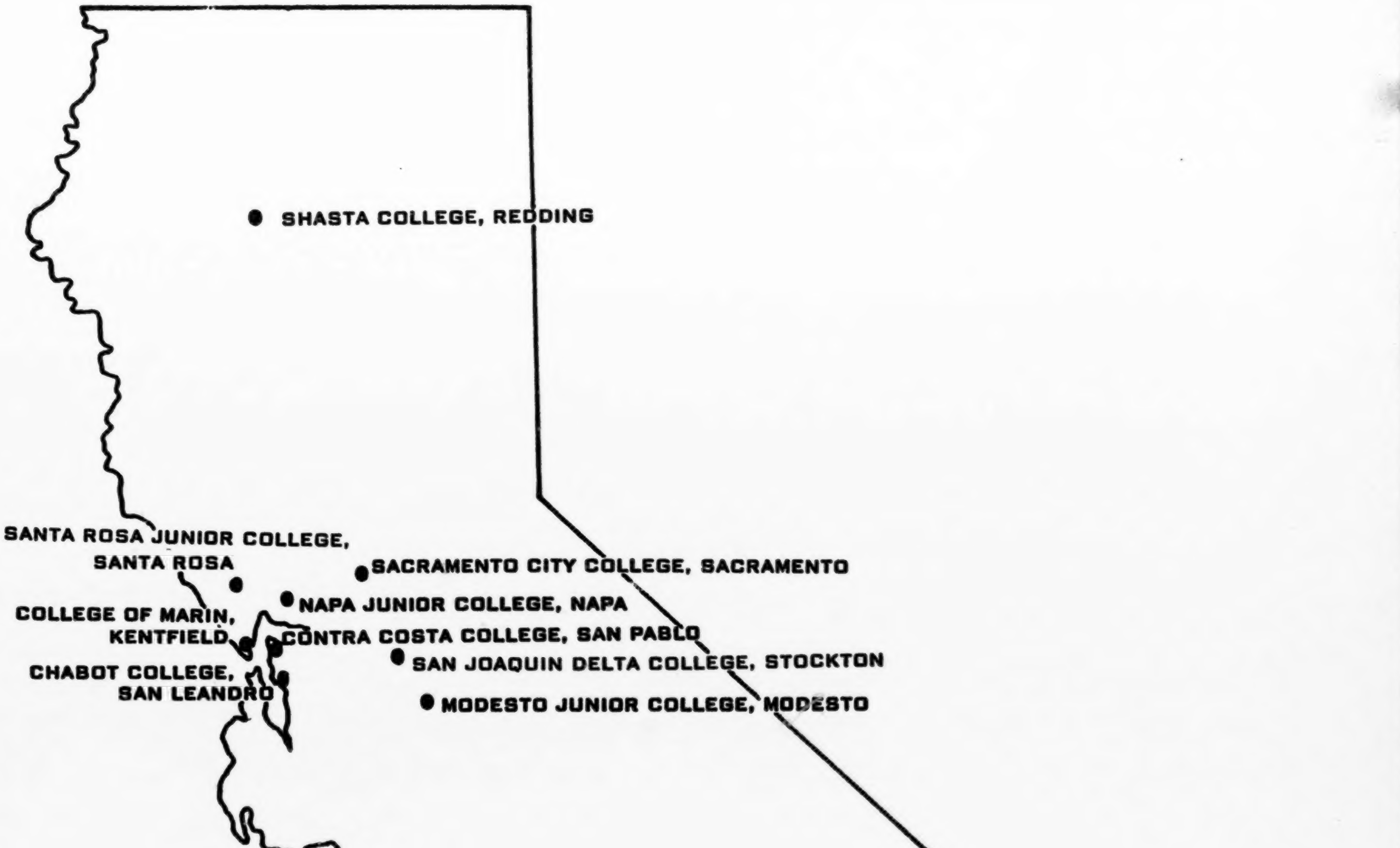
Edward M. Buckles has worked on assembly lines, in machine shops, and as a salesman and an accountant. He did his undergraduate work at Northwestern University in Chicago and Fresno State College, receiving his A.B. and M.A. in Business at Fresno State College. He has taught four years in the high school and eight years in the junior college in such subjects as accounting, economics, business law, salesmanship, introduction to business, and business mathematics. He is currently a counselor and Chairman of the Business Department at Porterville College.

George H. Peranteau has worked as a chemical and electro-chemical technician while attending Drexel Institute of Technology evenings for two years. He attended Pennsylvania State University for two years, and earned his B.A. and M.A. in English at the University of Chicago. He is presently a graduate student in the Department of English at UCLA and a graduate assistant in the Division of Vocational Education.

Assistance and encouragement in connection with the study were given by: Emil O. Toews, Chief, Bureau of Junior College Education, State Department of Education; Wesley P. Smith, State Director of Vocational Education; Ernest G. Kramer, Richard S. Nelson, and Kirsten Vanderberg of the Bureau of Industrial Education, State Department of Education; and B. Lamar Johnson, Professor of Education, University of California, Los Angeles.

The eighteen junior colleges, identified on the following map, provided the raw material from which this report was prepared.

JUNIOR COLLEGES PARTICIPATING IN THE SURVEY OF WORK EXPERIENCE EDUCATION, 1962-63


SHASTA COLLEGE, REDDING
SANTA ROSA JUNIOR COLLEGE, SANTA ROSA
SACRAMENTO CITY COLLEGE, SACRAMENTO
NAPA JUNIOR COLLEGE, NAPA
COLLEGE OF MARIN, KENTFIELD
CONTRA COSTA COLLEGE, SAN PABLO
SAN JOAQUIN DELTA COLLEGE, STOCKTON
CHABOT COLLEGE, SAN LEANDRO
MODESTO JUNIOR COLLEGE, MODESTO
HARTNELL COLLEGE, SALINAS
VENTURA CITY COLLEGE, VENTURA
CHAFFEY COLLEGE, ALTA LOMA
PASADENA CITY COLLEGE, PASADENA
RIVERSIDE CITY COLLEGE, RIVERSIDE
CERRITOS COLLEGE, NORWALK
SANTA ANA COLLEGE, SANTA ANA
ORANGE COAST COLLEGE, COSTA MESA
SAN DIEGO CITY COLLEGE, SAN DIEGO

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INTRODUCTION

The value of instructional experience which is closely related to actual working conditions has long been recognized by vocational educators. This point of view is consistent with educational theory which makes all educational experience lifelike--a part of life rather than an addition to it. Vocational education theory simply focuses attention upon experiences that are as nearly as possible parallel to actual job experience. Instructors in vocational education attempt to duplicate in the laboratories, shops, and classrooms the environment of the business, industrial, or occupational area which the students are preparing to enter. Such procedures establish early in the minds of students the values and ethics peculiar to their occupational areas. Advisory committees composed of representatives of labor, management, and education may be consulted by school authorities in an attempt to provide additional realism to the instructional experience. Even with the best of intentions, however, the school program can only approximate the total occupational experience.

Experience has shown that a program which combines actual job experience with related school instruction can capture additional values for the student and can facilitate his transfer from student life to occupational life. Work experience education is based upon the principle that more value is to be found in the combination of school and job instruction than is to be had from in-school instruction alone.

Achieving the potential values of work experience education depends upon a number of related variables, all of which contribute to the success of the program.

The plan of coordination, wherein the school program and the work experience program are related in a flexible and dynamic manner, is important. Selection and assignment of the instructor and his dedication to the task are vital to the program. Instruction in work experience education is different than instruction in general, in that the instructor does not control the total instructional process and must of necessity adjust the school program frequently, in accord with the exigencies of the work experience program.

The use of advisory committees in work experience education is imperative. Persons selected to represent the occupational area not only must be truly representative but must also have an abiding interest in work experience education and be willing to devote time and effort toward improvement of the transition from school to work.

Selection of students to participate in work experience education is a key item in achieving success in these programs. The student must have a real interest in the program; a consideration of his personal and educational background, combined with his occupational intentions, should provide a basis upon which selection is made. Interest and ability to learn and to adjust to the occupational environment are important success items for a student in the program. The person who places a student in a particular work experience program should take into account the variety of kinds of intelligence--social, mechanical, clerical, as examples--and should not depend entirely upon abstract intelligence. Work experience programs by their very nature can meet the needs of students of a wide range of intelligence and ability, and are not designed exclusively for those persons who are chronic failures in their educational endeavors.

All of the desirable student qualities can not be predetermined, but supervision and coordination of both the school and job phases of the program can provide most students with the opportunity to achieve success. Frequent evaluation of the student's progress, adjustment in job assignment, and conferences with the student, the instructor, and the business or industry should eventually produce a successful program for an individual student. From a theoretical point of view there should be no failures in work experience education. Should failures occur in practice it is possible that some essential element in the work experience education program has been overlooked for the student concerned.

The end result of work experience education is the placement of a person on a full-time job in which he can be a successful producer of goods or services and in which he can advance according to his ability.

This report is concerned with work experience education programs as found in 18 California junior colleges during the school year 1962-63. Data for the report was gathered by personal interview with representatives of the cooperating junior colleges. The status of the programs with regard to a number of major elements is reported first. No particular evaluation has been made; in a sense only the facts are presented.

During the interviews with junior college representatives, particular attention was directed toward identifying superior practices in work experience programs. These practices, and some difficulties also mentioned in the interviews, are described next.

In addition to the results of this survey, the report includes suggestions for organizing and conducting work experience education programs. This section has been adapted from an earlier publication now out of print.

Finally, a short bibliography of sources of information about work experience education programs concludes the report.

An element of confusion may arise from the use of the terms coordination and supervision. These terms are not clearly distinguished in the report nor are functions of a coordinator and a supervisor clearly distinguished in practice in connection with work experience education. There are, however, a number of relationships which must be maintained in a work experience education program. In small programs all functions may be delegated to a person with the title instructor-coordinator. In larger programs the coordination and supervision responsibilities may be delegated to two or more people. In future publications some effort should be made to delineate clearly the unique characteristics of coordination and supervision to the end that a more uniform practice may result in regard to these essential functions.

Experience gained during the survey of junior college work experience education programs brought into focus some imperative "next steps" in the general study of work experience education. A handbook dealing with principles of operating a junior college work experience education program is urgently needed in order to provide suggestions for junior colleges who wish to develop or expand such programs.

Two companion studies are needed at the high school level. One study should give attention to the current status of the high school program and one should provide a handbook for high schools to use in organizing and developing work experience education programs. In addition, a thorough study of costs of work experience education is needed; the present reimbursement schedules for work experience education must be reviewed and brought up to date. And finally, follow-up studies are needed which will show the actual results of work experience education programs.

Melvin L. Barlow
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STATUS OF APPROVED JUNIOR COLLEGE WORK EXPERIENCE EDUCATION PROGRAMS

Work experience education provides an ideal opportunity for the junior colleges to reach some of their fundamental goals. The inherent responsibility of the junior college to serve its community is visibly demonstrated in work experience education. Such programs require community-college cooperation and lead to a better understanding of the role and function of the junior college in the community.

This survey of approved work experience education involved 18 junior colleges who cooperated by making data available concerning the 33 programs included in the study. The distribution of the programs in regard to subject fields was as follows:

Table 1. SUBJECT FIELDS OF WORK EXPERIENCE EDUCATION PROGRAMS

	Number	Percent
Business and Distributive Education	18	55
Medical and Dental Assistance	6	18
General Work Experience	4	12
Semi-Professional	3	9
Industrial and Technical	2	6
	33	100

Junior college representatives were enthusiastic about work experience education programs and thought that the junior college was an ideal place to provide such programs. They were aware of the needs of business and industry for better trained personnel--persons who could not only enter an occupation, but advance in the occupation with profit to themselves and to the community. In general the junior colleges indicated that they were aware of the necessity for making vocational education available to more of the students. The work experience education program offered many advantages in meeting this availability problem.

Along with the demonstrated enthusiasm of the junior colleges came an expression of the need of more information about work experience education. This survey was cited as a means of providing some information, but other data of a more comprehensive nature are required. An up-to-date statewide plan for junior college work experience education programs offers many attractions, but the junior colleges were quick to note that this program is one which has unique characteristics, local in nature. Rigid requirements are not desirable if they destroy the flexibility which the junior colleges feel must be built into the program. In a sense each program must be tailor-made for a particular geographical area and in turn be flexible with regard to the nature of the various occupational areas served. Attention to the local nature of the program does not neglect national trends and needs. For example, it might be possible that Dental Assisting may not represent the most urgent local need in a particular junior college district, but it is a well-known fact that Dental Assisting, and most other health occupations for that matter, are in short supply nationally and constitute an area of national concern in vocational education. Junior colleges therefore must be aware of the state and national needs as they plan work experience education as a service to their local community.

There are too few students enrolled in the program in California, and there are entirely too few programs presently in operation. Promotion of the general idea of work experience education is urgently needed. Promotional activities should build knowledge and understanding of the program both in the community in general and within the faculty of the college concerned.

This study presents the junior college program as it actually exists in the 18 junior colleges and is based upon data provided the survey staff during the summer of 1963.

COORDINATION

Work experience education consists of two major parts: the school program and the on-the-job program. The function of coordination is the development and maintenance of appropriate relationships between these two major parts. Henry T. Tyler identified this relationship as follows: "The school must take effective means to assure that the experiences gained by work experience education students through their employment will be coordinated with learnings in the school itself."[1]

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[1] Henry T. Tyler, Report of the Study of Work Experience Programs in California High Schools and Junior Colleges, Sacramento, California State Department of Education, July 1956, pp. 86-87.

Thirty-seven persons were identified as having coordination responsibilities in connection with the 33 programs. One of the 18 junior colleges employed four persons as coordinators, one junior college employed three coordinators, and two junior colleges employed two coordinators each. One institution did not identify coordination responsibility. The remainder of the institutions either employed a person on a full-time basis or made the coordination assignment a part-time responsibility.

Table 2 indicates the personnel assigned to work experience education coordination, and Fig. 1 indicates the various duties performed by coordinators.

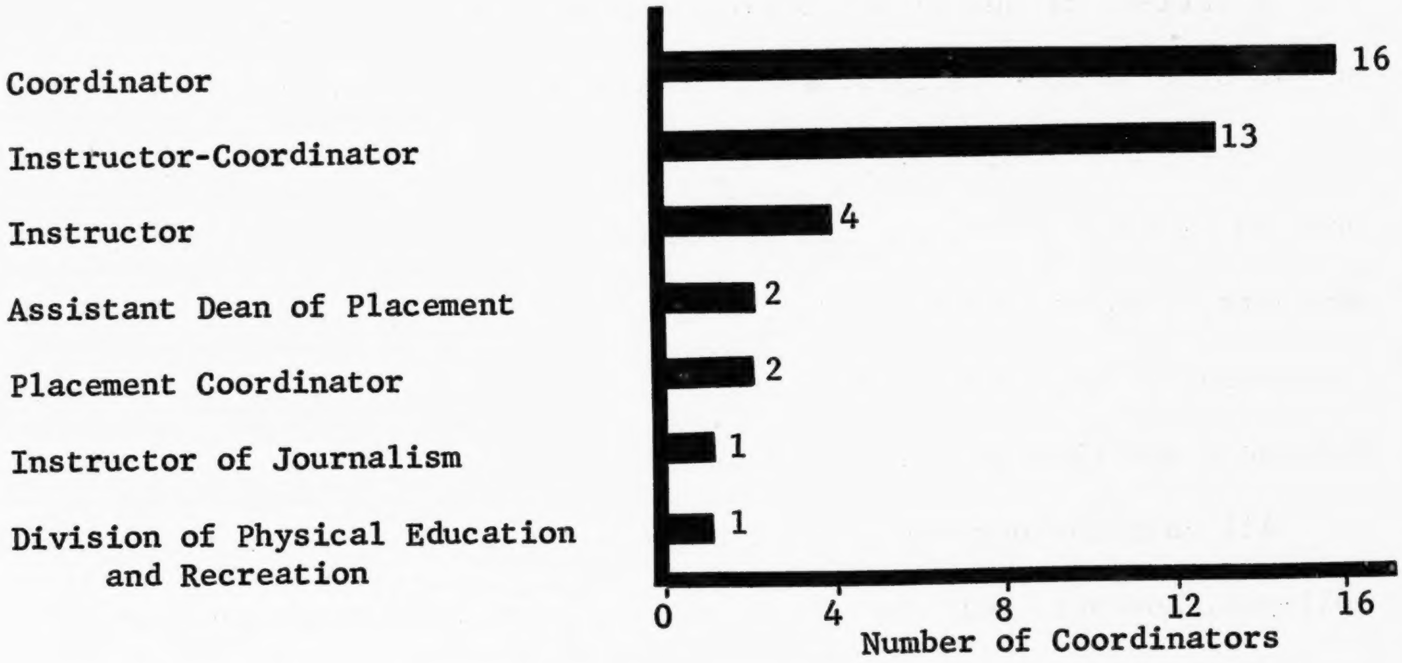

Fig. 1. COORDINATION RESPONSIBILITY

Table 2. DUTIES OF COORDINATORS

	Number	Percent
Coordinating school and work experience	33	88
Counseling students about jobs	28	76
Counseling students about personal problems	20	55
Selecting applicants	28	76
Locating work stations	31	82
Supervising work experience	9	24
Communicating with employers	9	24

A variety of additional duties were indicated which applied to one or two program coordinators, such as keeping records of coordination and placement, improving employable skills and habits, developing long-range program plans, recruitment and selection of applicants, rotation of students, evaluation of program, public information, and other similar responsibilities. One institution achieved its coordination entirely by telephone and through student feedback.

All coordinators were full-time members of the faculty of the junior colleges, however, only four were employed with full-time coordination responsibility. Four of the persons assigned coordination responsibility were department heads and four others were identified as placement officers for the junior college. Three persons were identified also as coordinators of the general vocational education program.

Line responsibility of coordinators of work experience education programs is shown in Fig. 2.

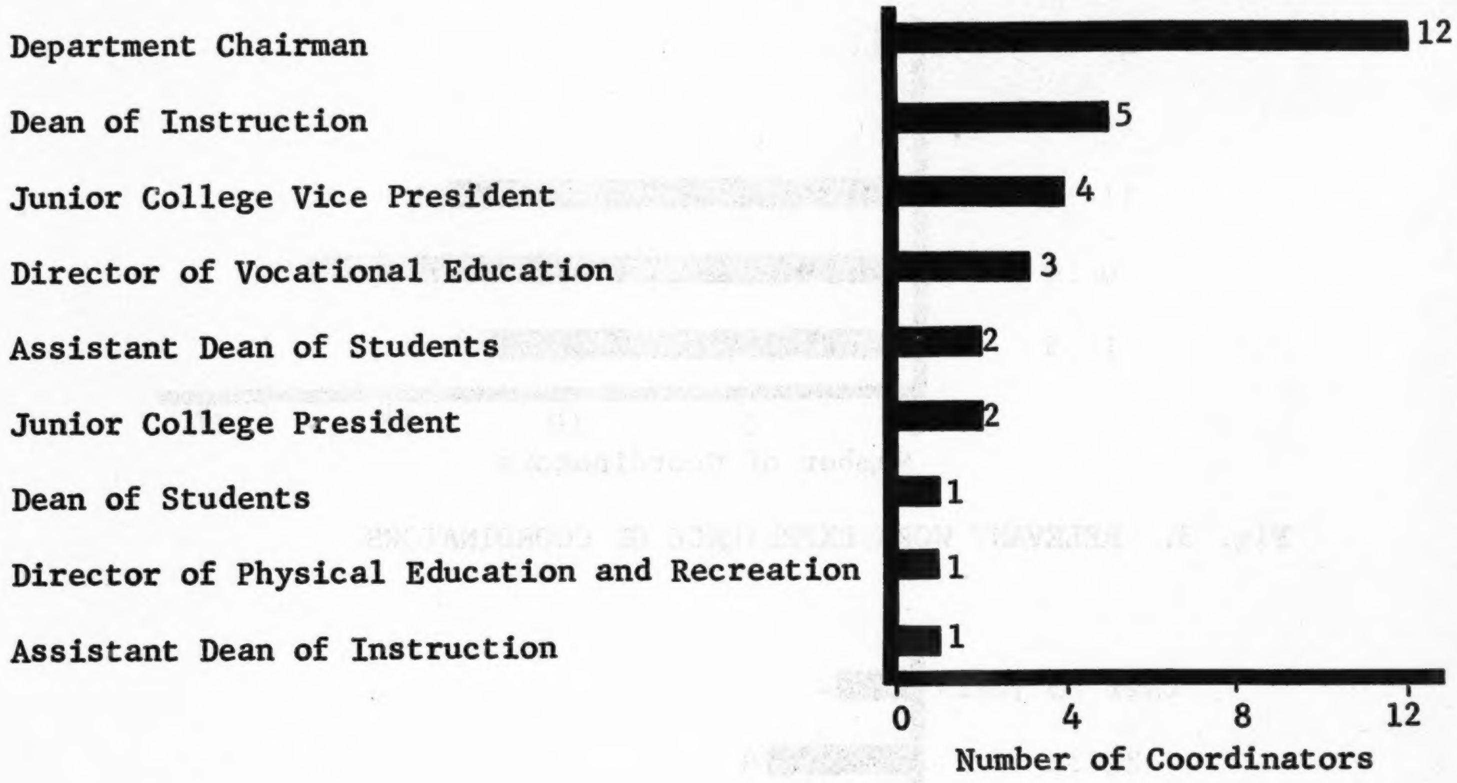

Fig. 2. PERSON TO WHOM THE COORDINATORS ARE RESPONSIBLE

Criteria for Selection of Coordinators

Coordinators of junior college work experience education programs are selected upon the basis of a number of criteria, which include previous experience in work experience education, possession of administrative or other credentials, experience in a particular field of teaching and work (distributive education, for example). Work experience background and years of teaching experience for coordinators are shown in Figs. 3 and 4.

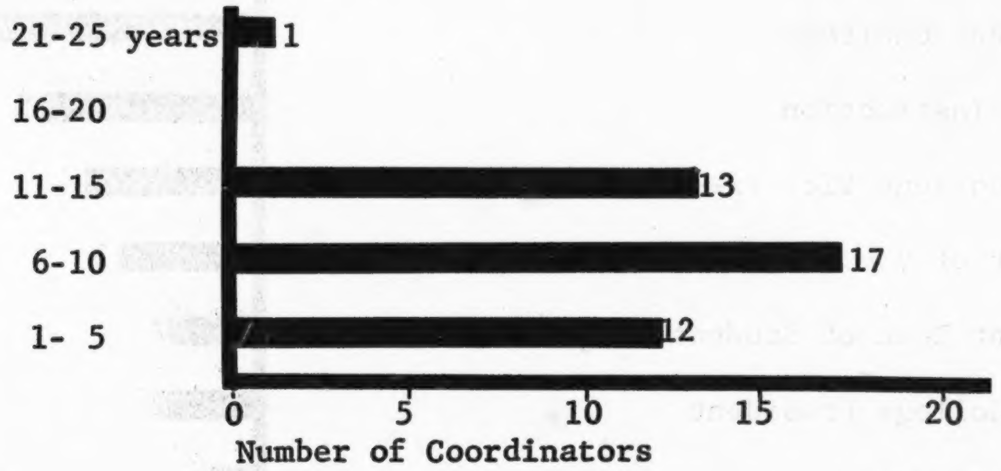

Fig. 3. RELEVANT WORK EXPERIENCE OF COORDINATORS

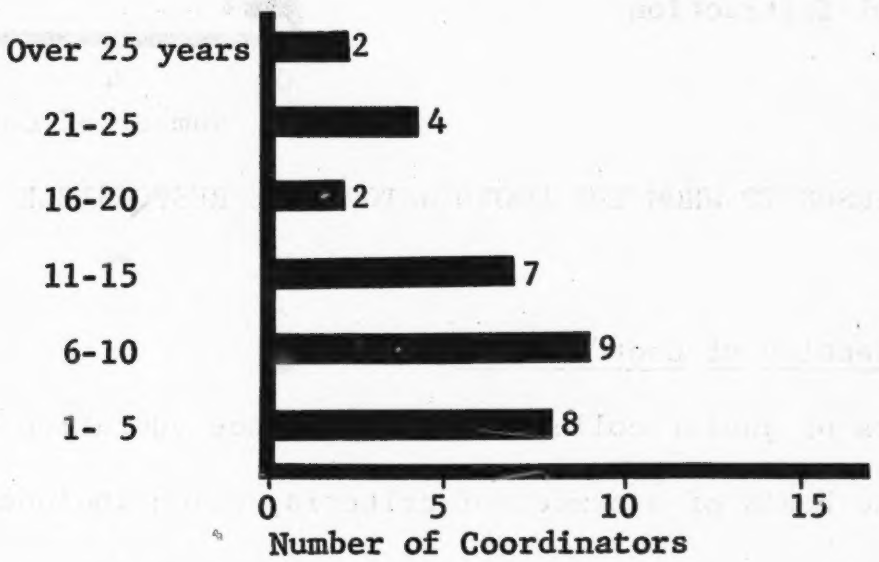

Fig. 4. TEACHING EXPERIENCE OF COORDINATORS

In general, the selection of coordinators has been based upon a demonstrated interest and desire to work in such a program and the ability "to get along with all the people and students involved and still be able to coordinate."

Figure 5 shows the number of students the coordinators have in their programs each semester. Ten coordinators had between five and 15 students and only two coordinators had over 65 students each semester. Figure 6 indicates the number of employers each coordinator visited each semester. The largest number of coordinators, 11, visited between six and 15 employers where the work stations were located.

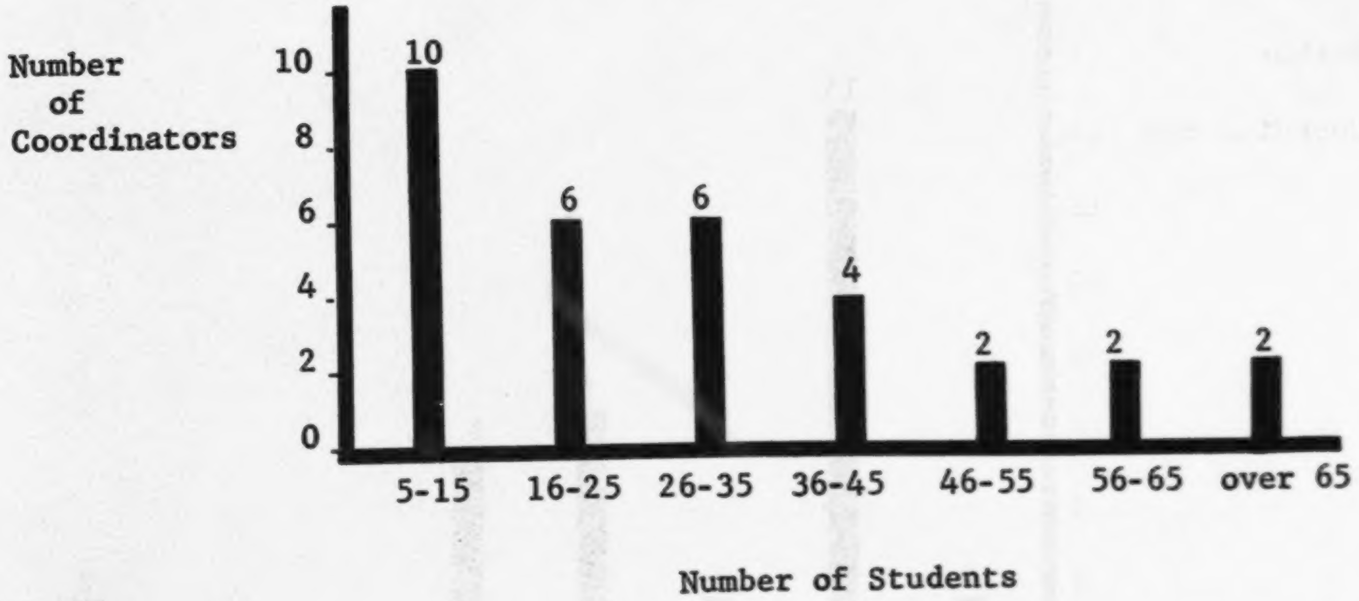

Fig. 5. HOW MANY STUDENTS DOES EACH COORDINATOR HAVE IN HIS PROGRAM EACH SEMESTER?

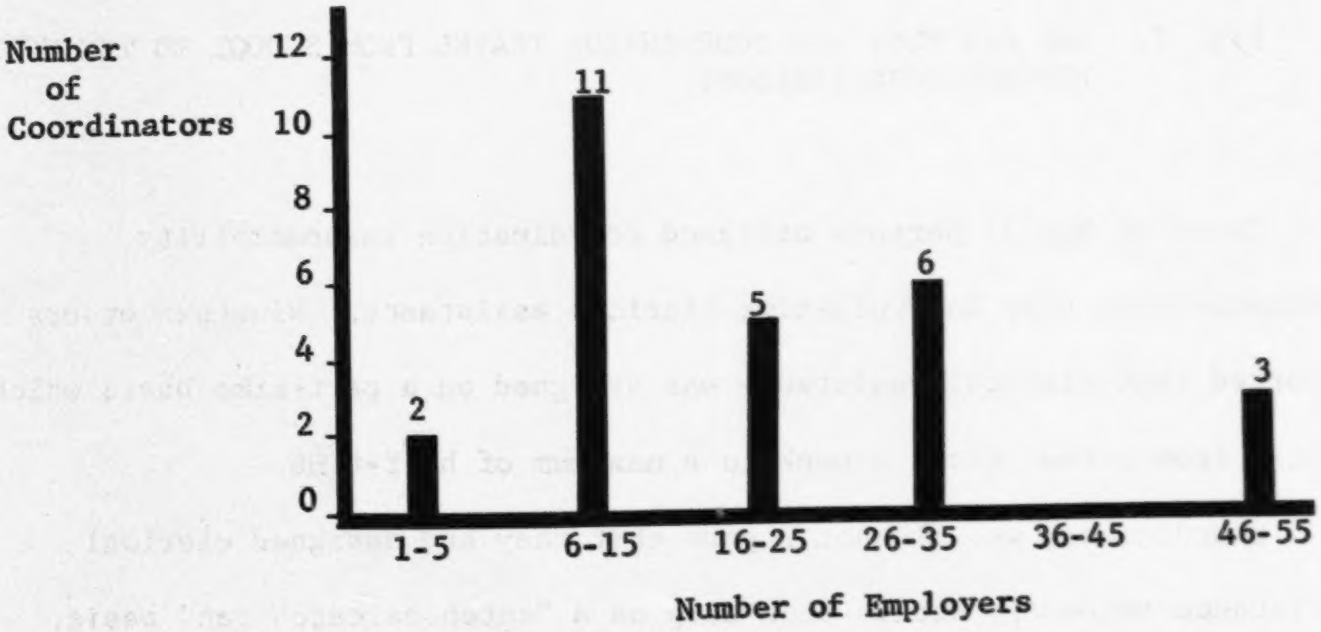

Fig. 6. HOW MANY EMPLOYERS MUST THE COORDINATOR VISIT?

Fig. 7 indicates the greatest distance the coordinator traveled to visit work stations. Fifteen coordinators traveled from five to eight miles to visit their most distant work station.

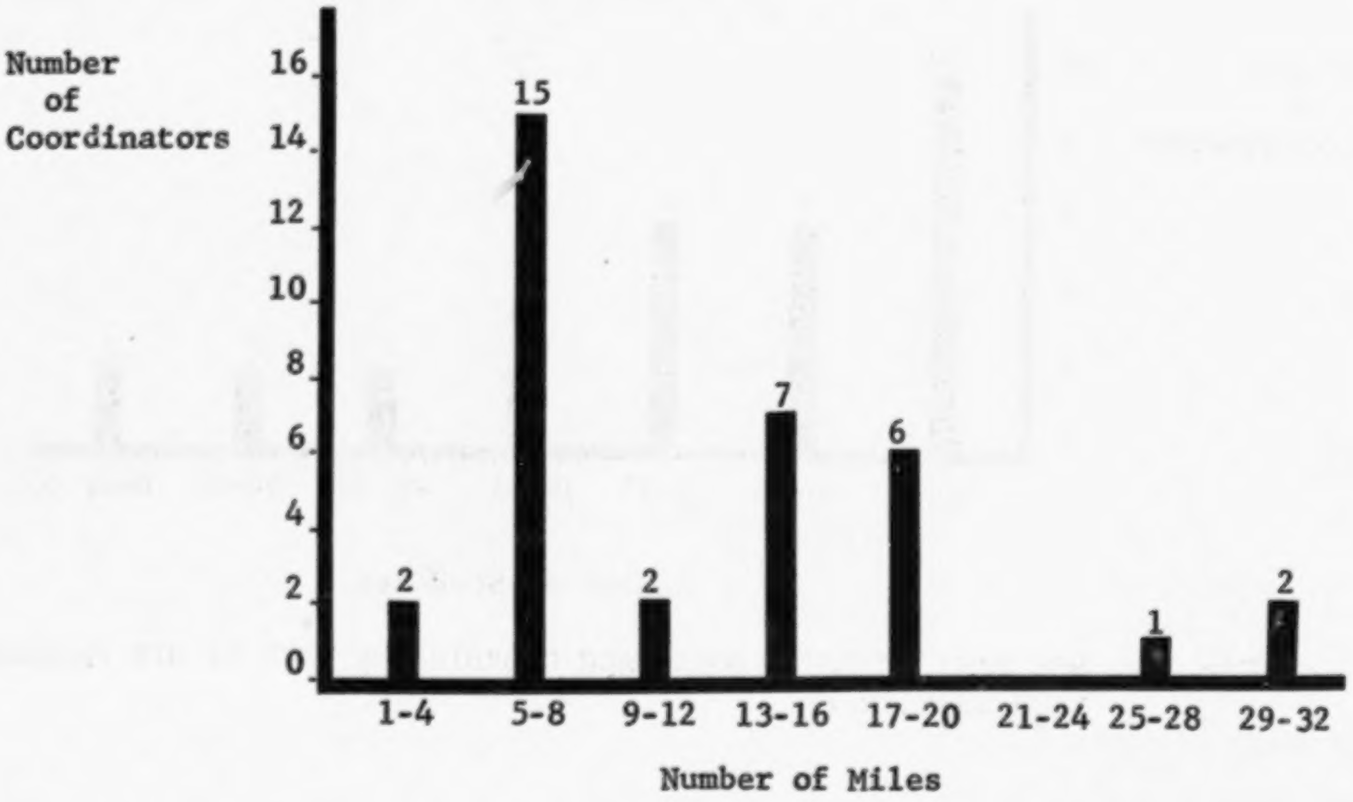

Fig. 7. HOW FAR MUST THE COORDINATOR TRAVEL FROM SCHOOL TO THE MOST DISTANT WORK STATION?

Three of the 37 persons assigned coordination responsibility indicated that they had full-time clerical assistance. Nineteen others reported that clerical assistance was assigned on a part-time basis which varied from a few hours a week to a maximum of half-time.

Coordinators who did not report that they had assigned clerical assistance evidently obtain such help on a "catch as catch can" basis. Departmental secretaries and other clerical personnel provide some assistance when their own work loads will permit.

INSTRUCTORS

Major-area instructors were involved in 32 of the 33 programs. But since 29 programs employed instructor-coordinators, and the instructor-coordinator was the only instructor involved in 15 of these, it is more accurate to say that major-area instructors were involved in 17 of the 33 programs.

Close coordination was possible in the 29 programs having instructor-coordinators, since one person performed both functions. Means of coordination specified for various programs were: the work experience class (7), the major-area class or instructor (4), and a booklet listing principles and regulations. One program--in General work experience--reported that no attempt was made to coordinate instruction with work experience.

Of the 17 programs that involve instructors not also coordinators, 11 reported regular meetings between these instructors and the coordinator, 7 daily and 4 weekly. Six programs reported informal meetings, usually "depending on need."

The following Table indicates the practice with regard to meetings between instructors (including instructor-coordinators) and employers:

Table 3. FREQUENCY OF MEETINGS BETWEEN INSTRUCTORS AND EMPLOYERS

Frequency of Meetings	Number of Programs
weekly	1
monthly	3
3 times/semester	2
2 times/semester	6
once/semester	4
once/year	3
unspecified	8
	27
none	1
not available	5
	33

In 22 programs the basis for selecting an instructor to participate was either that he was the only one available or that he was teaching the course or courses most relevant. In the other 11 programs, the following criteria were mentioned for instructor selection:

(1) Recommendation by the Regional Supervisor of the State Department of Education.

(2) Experience, ability to work with students, and counseling interests.

(3) Ability and knowledge, where there is a choice.

(4) Willingness to take on the job.

THE ADVISORY COMMITTEE

As previously stated, work experience education consists of two parts, the school program and the on-the-job program, indicating that this is an activity that is shared by the school and the community. An advisory committee which includes employer and employee representatives, school personnel, and interested persons from the community in which the work experience program is to operate can be very helpful, not only in providing counsel and guidance to the program, but in establishing acceptance and support of the program by employers. The choice of members for an advisory committee should be influenced by the type of work experience education program to be served.

Of the 33 programs offered in 18 junior colleges, 23, or 70 percent, had an advisory committee of one form or another. Figure 8 indicates the number of persons serving on these various committees.

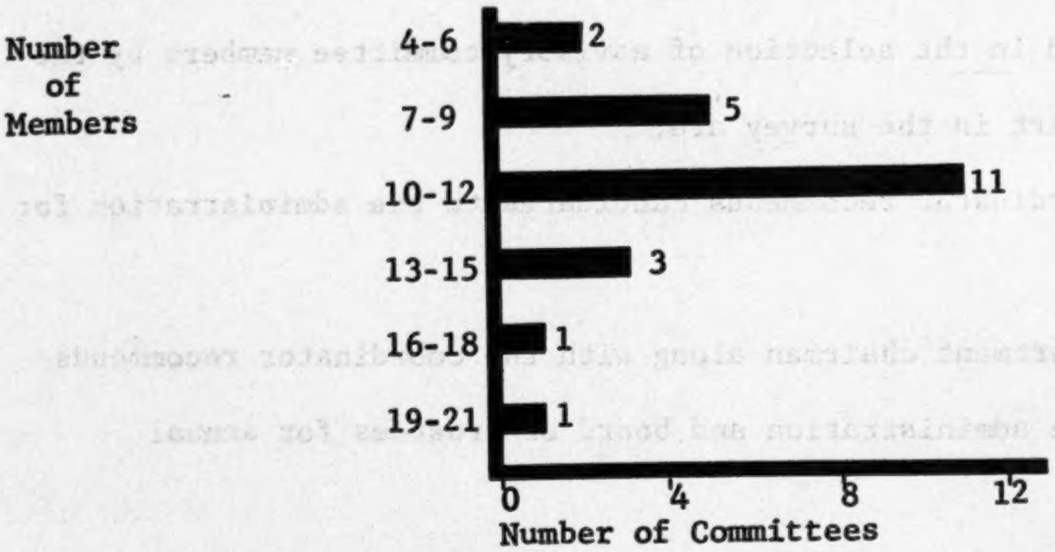

Fig. 8. ADVISORY COMMITTEE MEMBERSHIP

The average advisory committee membership is 11, and the mode is in the range of 10-12. Most of the schools surveyed indicated that the committee should be large enough to provide a good cross-representation, but not too large to defeat the purpose, which is an efficiently operating committee.

Of the 23 programs with advisory committees, 18 committees, or 78 percent, were established before the program was put into operation, and these committees were instrumental in the initial planning of the program. Twenty of the committees now in existence, 87 percent, are involved in establishing work stations.

The results of the survey indicated that the most important requirements of a successful advisory committee are that the members be interested in the program, believe in what they are doing, and be active. The best way to achieve this is to be selective in the initial appointment of committee members, and to educate these committee members to the program.

Methods used in the selection of advisory committee members by the schools taking part in the survey are:

1. The coordinator recommends candidates to the administration for appointment.

2. The department chairman along with the coordinator recommends candidates to the administration and board of trustees for annual appointment.

3. Industry, associations, and service clubs, usually having education committees, submit a list of candidates to the college administration for appointment.

4. In the case of dental assistants, the dental societies and dental assistant societies provide the candidates for membership. The same is true for medical assistants programs.

5. The local chamber of commerce provides a list of candidates to the school for approval and appointment.

6. Coordinator and administration recruit from local merchants' and retail associations.

In almost all of the more successful cases, the coordinator, department chairman, dean of instruction, dean of vocational education, director of placement, and members of the curriculum committee were involved in the selection, endorsement, or approval of the advisory committee members.

Among the 23 programs with advisory committees, the following provisions for membership rotation were indicated:

Table 4. ADVISORY COMMITTEE TENURE

	Number	Percent
1 year appointments	13	56
2 year appointments	2	9
3 year appointments	1	4
No formal limitations	5	22
Members recommend changes	2	9
	23	100

In the case of one-year appointments, members that are especially active and valuable to the program may be reappointed for several terms.

In the programs with two-year appointments, tenure never exceeds four years; and in the program with the three-year appointment, there are no reappointments and six members are replaced each year. The one-year appointment program is the most popular for it adds flexibility to the committee in that active members may be retained and members that are uninterested or inactive may not be reappointed at the end of the year.

The survey indicated the following practice with regard to how often advisory committees met:

Table 5. FREQUENCY OF ADVISORY COMMITTEE MEETINGS

Meetings per year	Number of Committees	Percent
1	4	17
2	11	48
4	2	9
36	1	4
As needed	5	22
Totals	23	100

The one case where the committee met 36 times a year was in a specialized area where the committee members were also the employers, and it was part of their job to meet weekly.

School representatives attending the advisory committee meetings may be one or more of the following: college vice president, dean of instruction, director of vocational education, division chairman, coordinator, and instructor. The meetings in all cases were business meetings. However, one school gave a breakfast in conjunction with its meeting, and another school gave an evening dinner and a report to its advisory committee.

Formal appointments to the advisory committee are made by a letter sent out from the chief administrator's office, as well as an official letter of thanks when a committee membership is terminated. Some schools recognize the advisory committee members by giving them season athletic passes, school parking privileges, certificates of merit, and in a few cases--to outstanding members who served over a long period of time--a plaque.

Table 6 indicates how the various schools involved in the survey rated their respective advisory committees.

Table 6. RATING OF ADVISORY COMMITTEES BY SCHOOLS

	Number of Committees	Percent
Very active and strong	6	26
Very active	5	22
Active	8	34
Fair (average)	2	9
Weak (inactive)	2	9
	23	100

The kinds of comment made by the schools with reference to their advisory committees range from "strong" to "weak." The following list of comments indicates this range:

"They establish the program, provide the money, they are the program."

"Very considerable influence."

"Their influence is great--their authority is none."

"Moderate influence."

"Little, mainly one of constructive criticism."

CREDIT

The average work experience education program awards a unit of credit for three to five hours of work each week for the semester, limits the number of units that can be earned each semester to three or four, and schedules the work experience over two or four semesters. There is great variety in these matters, however, of which the following Tables give some idea:

Table 7. HOURS OF WORK PER WEEK EACH SEMESTER FOR ONE UNIT OF CREDIT

Hours Per Week	Number of Programs
2.5	3
3	12
3.3	1
5	7
7.5	2
8 (for 9 weeks)	1
10	2
	28

Note: (1) One school, with two programs, awards credit on the quality of work done rather than on the number of hours worked (Secretarial and General).

(2) One program gave no credit (Teaching Aides).

(3) Three programs did not report.

(4) The total is 34, not 33, as one program awards credits on two different plans, depending on the kind of work done (General Work Experience Program).

Table 8. UNITS ALLOWED FOR WORK EXPERIENCE EDUCATION EACH SEMESTER

Units	Programs in Which This Number of Units is the Maximum	Programs in Which This Number of Units is Standard*	Total Number of Programs
1	-	1	1
1.5	-	1	1
2	2	4	6
2.5	-	1	1
3	3	10	13
4	8	1	9
	No separate credit for on-the-job program		2
	No credit given for work experience education		1
			34

*"Standard" here means that there is no deviation permitted, the student signs up for three units of work experience, say, or he does not sign up at all.
"Maximum" implies that the student is permitted any number of units up to the number given.

Table 9. LENGTH OF PROGRAMS

Semesters	Number of Programs
1	5
1½	1
2	11
3	2
4	13#
Not available	1

# Four of the four-semester programs allow only two semesters of on-the-job work experience, but schedule it at any time during the four semesters.

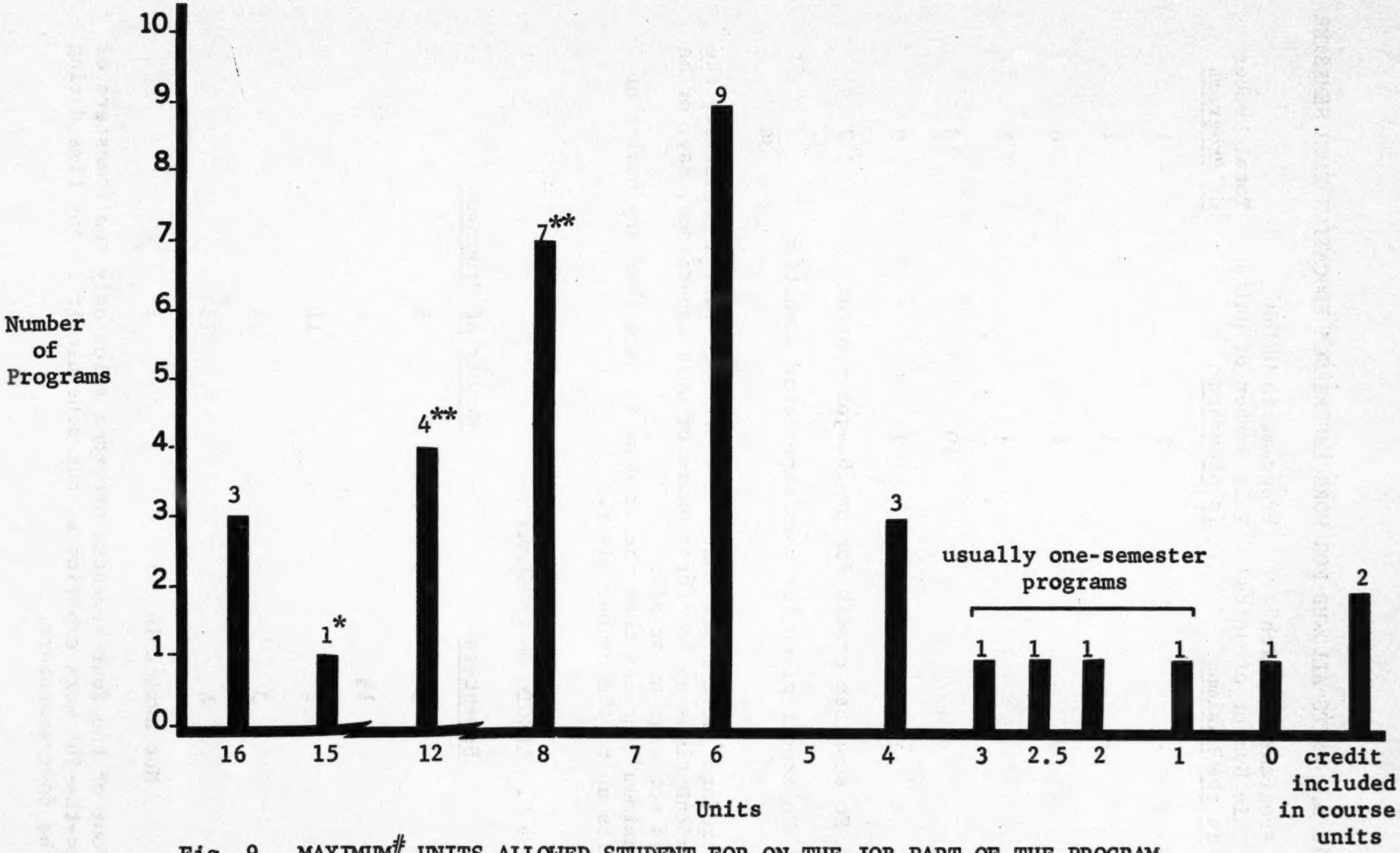

Fig. 9. MAXIMUM[#] UNITS ALLOWED STUDENT FOR ON-THE-JOB PART OF THE PROGRAM

[#] This is the same as the maximum number allowed toward the A.A. degree in all but three cases, as follows:

[*] Includes a Merchandising program where maximum to A.A. is 12 units.

[**] Includes a General work experience program where maximum to A.A. is 4 units.

On the question of whether or not work experience units are transferable, for eight programs an unqualified "no" is reported, for two an unqualified "yes." For the majority, 20 programs, it is reported that the possibility of transfer and the number of units transferable are determined entirely by the receiving institution. Several programs indicate that the state colleges generally accept work experience units, often as electives. Three programs did not report.

STUDENTS IN THE WORK EXPERIENCE PROGRAM

A rigid test of a work experience education program is how well the student learns and performs on the job. The success achieved at this stage of his education is based on progress in a number of factors such as: his major field of training, attitude, maturity, general educational background, and occupational objective in major field of training. To assure an adequate degree of success for the student in work experience education, it is important that he be enrolled in the courses in correct sequence and that there be proper student selection for the program. The schools offering work experience education have found it necessary to require certain prerequisites for entering the program and minimum standards to be maintained for continuing.

The initial request to enter work experience education programs came from the student in 23 of the 33 programs. The initial request came from the major area instructor in eight of the programs, and in two programs the initial request to enter came from the student or by recommendation of a dentist (Dental Assisting).

In 20 of the 33 work experience education programs, the work experience education is a course requirement in the major field. In the remaining 13 programs, work experience education is recommended as an important part of the major field. Whether or not work experience education is a course requirement in any one kind of a major field of study varies among the junior colleges.

Selection

Tests. Six programs indicated that they had tests for the work experience education students. Three programs gave no indication of the kinds of tests given, while three programs indicated that the tests were based on performance and aptitude.

Concurrent enrolment in a course in the major. Only five out of 33 programs indicated that concurrent enrolment in a course in the major was not required. Of these five programs, three were General work experience education, one was Distributive, and one was Office Procedures.

Minimum average. Thirteen programs require a minimum of a C average for the student to enter and continue in the program. Six programs require as a minimum only that the student not be on probation, and fourteen programs do not indicate a minimum grade average for entering and continuing in the work experience education program.

Semesters in major area completed before entering work experience education. Fourteen programs do not require the completion of any work before entering the program, one program requires the completion of one-half semester, three require the completion of one semester, twelve require the completion of three semesters, and three require that three semesters of work in the major area be completed before entering the work experience education program.

Attendance requirements. Twenty-nine programs indicated that the regular school policy on attendance applies to their work experience education program--the same as for any other programs in the school. Three programs at one school indicated that three unexcused absences or too many excused absences cause a student to be dropped from the program. One school indicated that two absences are the limit unless illness is involved.

Age requirements. All programs are agreed that the regular school policy on age applies to their programs in the same way as to all other programs in the curriculum. One program indicated that the student had to be 18 years or older to participate in work experience education.

Other requirements.

1. Job must be of some significance. They do not accept jobs that do not require training or the making of decisions.
2. A screening interview is required of all applicants.
3. Admission to program must be through recommendation of instructors in the major area.
4. A student must carry a minimum of 10 units outside of work experience education and is allowed a maximum of 17 units including work experience education.
5. A loyalty oath and a chest X-ray are required of the students in one program.

6. The student must be mature.

7. The student must have an occupational objective in the major field.

Placement

Once the student has been selected for the program, it is important that he be placed in a job commensurate with his ability and occupational objective. In some cases the student must "fit" into the job, but where there is a choice of jobs for the student, care must be taken that he be placed in the proper job. The following Figure shows the individuals responsible for placing students on the job. In 20 of the 33 programs, one individual is in charge of placement, and in 13 programs placement may be made by one or more of the individuals listed in Fig. 10.

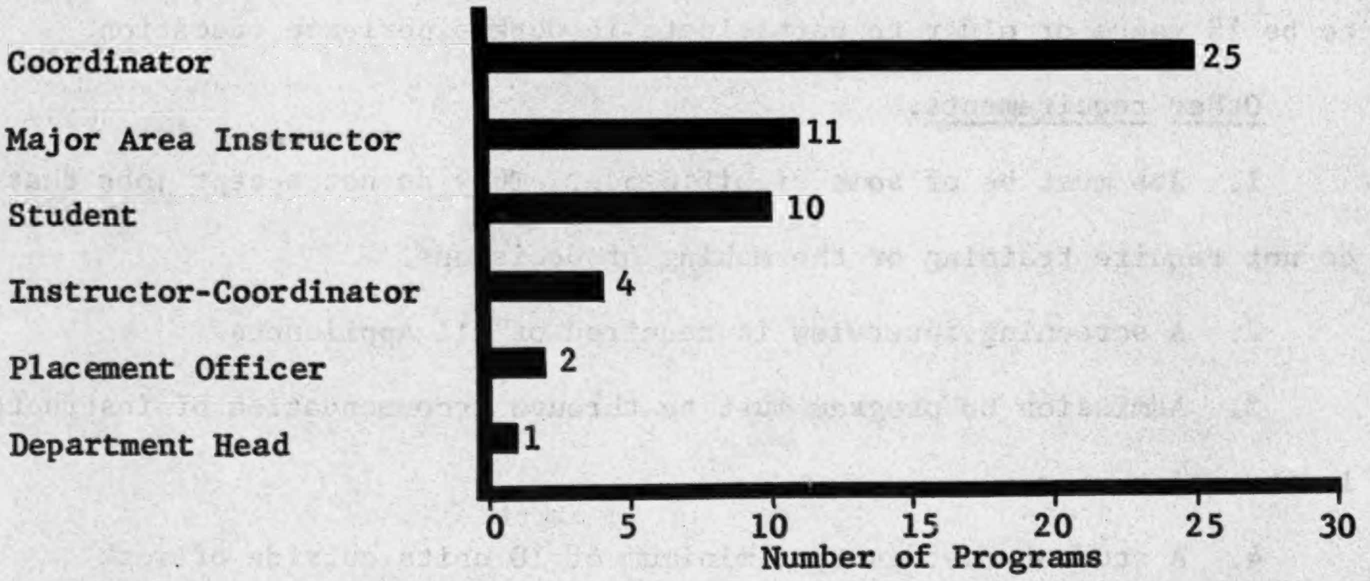

Fig. 10. INDIVIDUAL RESPONSIBLE FOR PLACEMENT OF STUDENT ON THE JOB

When the student has to be changed from one job to another because of a personality conflict or the termination of a work station, or for other reasons, someone must initiate the job change. Figure 11 indicates the personnel who initiate this job change. In some programs this may be the responsibility of one person and in other programs it may be initiated by one of several. Six programs do not allow job changes to occur, and the student must remain on the job until the end of the semester.

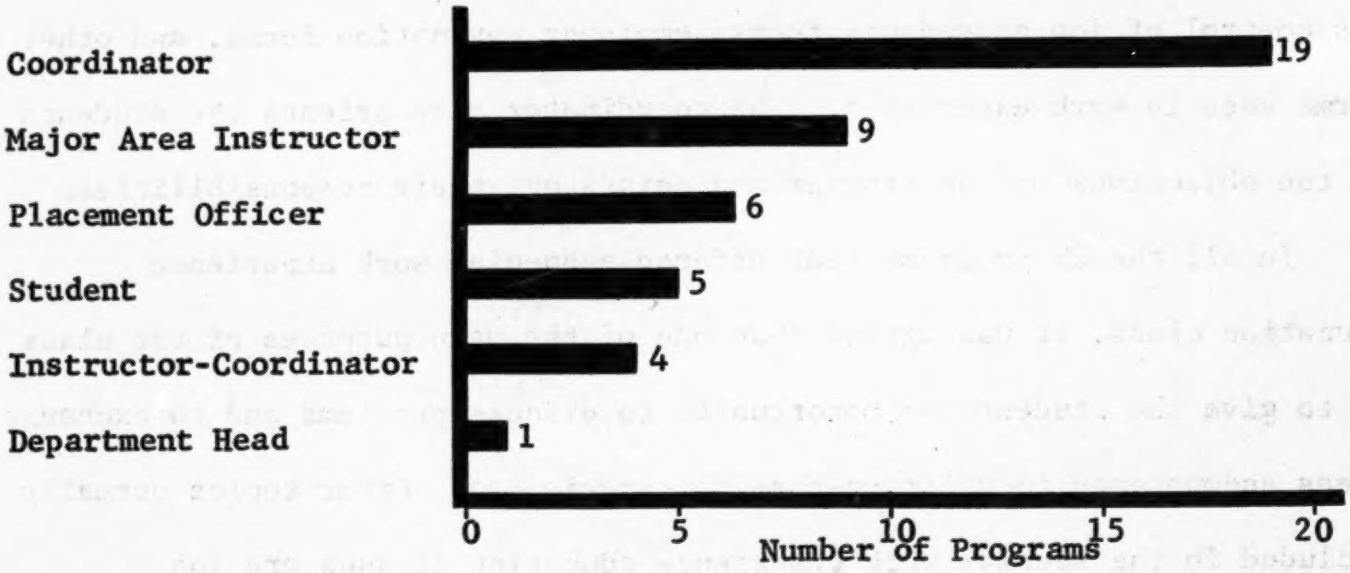

Fig. 11. PERSONNEL INITIATING JOB CHANGES

Eleven of 33 programs reported that they had a waiting list of students who wished to participate. In two programs some students on the waiting list were not accepted because proper coordination could not be provided. In two other programs lack of laboratory facilities prevented the acceptance of additional students. In one program some of those desiring to participate could not be accepted because of a lack of suitable work stations. In two programs that had a waiting list, 50 percent of the students on the waiting list either did not qualify or were not accepted because of the lack of employment opportunities after training.

Supervision

In the 33 programs involved in the survey, 29, or 88 percent, offered a special work experience education class in association with the work experience program. The work experience class is usually the instrument through which the coordinator directs his supervision. In this class he has control of job attendance forms, employer evaluation forms, and other forms used in work experience. The coordinator also orients the students on the objectives of the program and points out their responsibilities.

In all the 29 programs that offered a special work experience education class, it was agreed that one of the main purposes of the class is to give the students an opportunity to discuss problems and to exchange ideas encountered in their on-the-job experiences. Other topics normally included in the special work experience education classes are job orientation, personal problems, social security and workman's compensation insurance, associated areas relevant to the work experience education program, field trips, and outside speakers.

The students in 17 of the programs are required to prepare a personal resume or biography of themselves. Resumes are used for applications for future permanent employment, and for self-evaluation, counseling, and class work assignments.

Another means of supervision is to visit the students at their work stations. The persons making these visits and the length of the visits are illustrated in Tables 10 and 11.

Table 10. PERSON MAKING WORK STATION VISITATIONS

	Number of Programs	Percent
Coordinator	13	40
Instructor-Coordinator	9	27
Major Area Instructor	9	27
Assistant Dean of Placement	2	6
Totals	33	100

Table 11. LENGTH OF WORK STATION VISITATIONS

Length	Number of Programs	Percent
6-10 minutes	5	16
11-15 minutes	12	37
16-20 minutes	4	12
21-25 minutes	1	3
26-30 minutes	5	16
1 hour	5	16
Totals	32	100

Note: In one program there were no visits, all communication was conducted by telephone.

In 14 programs the visitations were announced before they were made and in 13 programs they were not. In many cases the announcement was merely a telephone call to notify the employer. In five programs announcements were sometimes made, and sometimes not.

Table 12. FREQUENCY OF COORDINATOR VISITATIONS OF STUDENT ON THE JOB

	Number of Programs	Percent
Daily	2	6
Weekly	4	12
Bi-weekly	2	6
Tri-weekly	1	3
Four times a semester	6	18
Three times a semester	6	18
Two times a semester	4	12
Once a semester	6	18
Not visited	2	6
	33	100

Note: In two programs only the problem cases were visited.
In one program communication was by telephone only.

Written reports were required of the students in 25, or 76 percent, of the work experience education programs. In the remaining eight programs the reports were given orally (three), or no reports were required. The primary use of these reports was evaluation of the student and the work station by the instructor. Other uses ranged from self-evaluation by the student to verification of attendance.

In all programs the student was given the opportunity to confer individually with the coordinator or the major area instructor in regard to his work station assignment. In four programs the student was required to report to the coordinator weekly, in one program bi-weekly, and in the remaining 28 programs the frequency was stated as "as needed." Counseling relating to personal and family problems was handled almost entirely by the regular school counseling staff, but because of the nature of the work experience education program, the coordinator and major area instructor sometimes became involved in this activity.

In all programs the employer, or a person designated by the employer, was responsible for the supervision and training of the student at the work station. In regard to whether or not there has been a planned program for training on the job, 23 programs answered "yes."

Ten programs indicated that there was no formal planned training for the student on the job. Three of these said that the student just fits into the job. In one program the coordinator discusses the purposes of the program with the employer, and this was the extent of the planning.

Evaluation

An important element of a sound program in work experience education is evaluation by the school of the employment record made by each student. Here, as in all other aspects of work experience education, the school is in control and takes the initiative. However, considerable reliance for evaluation of the student's work is placed on the cooperating employers. Ratings are made at specified intervals, usually on forms provided by the school, which have been explained to the employer by the coordinator prior to the time of rating. Others, such as the coordinator, the work experience class instructor, or the major area instructor, make evaluations, and usually the grade is assigned by the coordinator or the work experience class instructor. Table 13 shows the persons asked to evaluate the student in the various programs.

Table 13. PERSONS RESPONSIBLE FOR EVALUATING STUDENT

Person	Programs
Employer	33
Coordinator	16
Work Experience Class Instructor	14
Major Area Instructor	7
Student	1

The primary bases upon which the persons made evaluations are indicated below.

Employer. Evaluates job competence and student progress, and in some cases promptness, neatness, attitude, personal traits, acceptable behavior, initiative, and application (these items are called a standard rating list).

Coordinator or Work Experience Class Instructor. Evaluates the over-all competence of the student, including the employer's rating as well as the work experience class performance.

Major Area Instructor. Evaluates the over-all competence of the student, including his progress in the major area, and the employer's rating, and the work experience class performance.

Student. Evaluates his work experience and submits it to the coordinator or work experience class instructor who then considers it along with the employer's rating and class performance to determine the grade.

In one program, the coordinator determined the grade on the following basis:

One-third - employer's rating

One-third - student's written project in work experience class

One-third - class participation and perception

Two programs simply reported there were many things to consider in the over-all evaluation.

Table 14 shows the individual responsible for assigning the work experience education grade in the different programs:

Table 14. PERSON RESPONSIBLE FOR ASSIGNING WORK EXPERIENCE GRADE

Person	Number of Programs
Coordinator	17
Work Experience Class Instructor	11
Major Area Instructor	4
No grade given	1
	33

The following Table shows the number of programs in which a separate grade is given for the work experience class:

Table 15. SEPARATE GRADE ASSIGNED FOR WORK EXPERIENCE CLASS

	Number of Programs
Yes	14
No	11
Not applicable (no class)	4
Information not available	4
	33

WORK STATIONS

As the means of establishing work stations, coordinator or instructor-coordinator contact was most frequently mentioned (10 times). The advisory committee was also noted as a help (twice). For one program, a non-certificated employee was allotted time to locate prospective work stations, which had then to be approved by the coordinator. Five programs included a formal agreement between the school and the employer as part of the process of setting up a work station.

In seven cases (three in General work experience) the student generally obtained his own job, which had then to be approved for work experience credit. In four cases work stations were established at the request of employers.

In two programs the employer was usually allowed to choose from among several students to fill the position.

Some means of presenting the objectives of work experience education to the employers was reported for all programs. Most often it was done personally by the coordinator or instructor-coordinator (mentioned 25 times). The advisory committee also aided in this (mentioned four times). In two programs a conference of employers and school personnel was held at the beginning of the school year.

One program relied entirely on telephone contacts for this function, while four used letters, either exclusively or in addition to personal contacts. Similarly, printed information was mentioned 14 times as a means of presenting the objectives of the program. Most often it supplemented personal contact, but occasionally it was the only means used.

All schools reported initial approval by the coordinator, instructor-coordinator, or, if there was no coordinator, the major instructor as a step in establishing a bona fide work experience work station.

Some form of written agreement between the school and the employer was required in five cases. An agreement between the school and the student is mentioned nine times, but in four cases this was simply a card on file, and in two other cases the agreement referred to was the student's initial application to undertake work experience. In 22 programs there is some form of agreement between the employer and the student, but this is most often a standard employment contract into which the school does not enter.

Work stations were re-evaluated regularly in 30 programs. The frequency varied from "as needed" (one case) to "continuously"--meaning as a normal part of coordinator visits (13 cases).

Table 16. NUMBER OF WORK STATIONS PROVIDED BY EMPLOYERS

Number of Work Stations	Number of Employers
1	29
2-4	11
5 or more	9

Note: (1) Seventeen programs reported all employers provide one work station.

(2) Two programs reported all employers provide more than five work stations.

(3) One program reported all employers provide two to four work stations.

Eleven programs provide some work stations within the school itself, and in two instances, both secretarial programs, all the work stations were on campus.

All students were paid for their work experience in 21 programs, and in three others most of the students were paid--two excluded only the on-campus students from payment. Thus, in nine programs no students were paid, and this includes all the Medical and Dental Assisting programs. In only one of the 24 programs in which all or part of the students were paid does the school exercise any influence on the rate of pay. Ordinarily this matter is left to the discretion of the employer.

Of the 12 programs in which none or some portion of the students are not paid for work experience, nine had the students insured under a school policy. Two programs (both Dental Assisting) mentioned student insurance policies, and in one of these that policy was mandatory. Finally, two programs assumed that the employer was responsible for insuring the students (he is not[1]). No information was available for one program.

To aid in the administration of the work experience program, the various schools use a number of standard forms. Following is a list of the forms mentioned as being used, followed by the number of times each form was mentioned:

Employer's rating of the student	24
Job attendance record	13
Coordinator's visit report	8
Record of work experience placements for each work station	4
Evaluation letter to employers	3
Work experience application form	2
Student referral form	2

Two programs operated without any specific forms; information was not available for three others.

The majority of schools record the student's work experience on both his transcript and his cumulative record (24 programs). In six programs the record is entered on the school transcript, but not on the cumulative record; in three programs it is entered on the cumulative record, but not on the transcript. The latter is the practice in the two programs where the work experience grade makes up part of a regular course grade and in the one program in which no credit is given for work experience.

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[1] See California Education Code, Section 8358, concerning Workmen's Compensation.

COST

In planning a work experience education program school districts must consider the cost of establishing and maintaining it. They should recognize that there are costs involved in the operation of work experience education that are in excess of those normally incurred in the regular classroom programs. These costs are:

(a) Coordinator's and supervisor's salaries

(b) Clerical help

(c) Transportation or mileage for coordinator or supervisor

(d) Meetings and conventions for coordinator or supervisor

(e) Printing of forms

(f) Publicity

(g) Advisory committee costs

The survey revealed that the greatest cost is in the coordinator's salary and in clerical help, at a ratio of 10-1. The amounts given by the schools in the survey were in many instances "educated guesses," and not based on actual cost analyses. The difficult task was separating costs specifically applicable to work experience education from other school costs. Many of the figures on school costs were all-inclusive, such as those for equipment, facilities, printed forms, and publicity.

Twenty-nine of the 33 programs reported costs totaling $126,228 for 1063 students in the work experience education programs. This averages out to a cost of $119 per student. However, one program so skewed the distribution that removing it gives a total cost of $125,453 for 792 students, or an average cost of $160 per student. Table 17 below gives some indication of the per pupil cost in 29 of the 33 work experience education programs surveyed in the 18 junior colleges.

Table 17. COST PER STUDENT IN WORK EXPERIENCE EDUCATION PROGRAMS IN TWENTY-NINE JUNIOR COLLEGE PROGRAMS

Range in Dollars	Number of Programs	Percent
351-400	2	7
301-350	0	0
251-300	0	0
201-250	7	24
151-200	4	14
101-150	4	14
51-100	10	34
1-50	2	7
	29	100

The median in the data was $109, and the mode which fell in the range $51-100 was actually $94. By eliminating the two extreme cases at each end of the range in Table 17, we get a total cost of $99,762 to serve 707 students, or an average cost of $141.

EVALUATION OF PROGRAMS

Many schools employed a combination of formal and informal methods to determine the over-all effectiveness of their programs. The methods used in determining the over-all effectiveness of the programs and the frequency of their use are shown in Table 18.

Table 18. METHODS OF DETERMINING EFFECTIVENESS

Method	Formal	Informal	Total
Employer Survey	7	5	12
Student Survey	5	3	8
Administration through Coordinator	0	7	7
Administration through Advisory Committee	0	6	6
Administration through Faculty	0	3	3
Acceptability of Program			
by Community	0	5	5
by Businessmen	0	3	3
by Student	0	2	2
Faculty Survey	1	1	2
Administration through Annual Report	1	0	1
Student Placement	0	5	5
Demand for Courses	0	1	1

In answer to the question, "How often is the program appraised?" the following answers were received:

Table 19. FREQUENCY OF PROGRAM APPRAISAL

How Often	Schools
Annually	7
Continually	5
Once a semester	4
Twice a semester	2
When needed	1

Some schools employed more than one method of appraisal and these methods were employed at different intervals. Ten of the 18 schools made some kind of a follow-up study of their programs in work experience during 1962-63.

FACULTY PARTICIPATION

Generally speaking, there are three degrees of general faculty involvement in work experience education, as follows: (1) the entire faculty is acquainted with the program, (2) a limited number of the faculty is acquainted with the program--usually the members of the department concerned, and (3) only those directly involved in the work experience education program are acquainted with it. Probably in no case is the rest of the faculty entirely unaware of the work experience education program, but this classification is based upon the degree of positive attempt made to acquaint the general faculty. The breakdown, then, is as follows:

Table 20. DEGREE OF FACULTY INVOLVEMENT

Degree	Schools	Comment
1	3	Two schools specify faculty meetings and new faculty orientation.
2	9	Answers range from "very little" to "through curriculum committee." Three schools note that there is departmental orientation.
3	5	

PUBLIC RELATIONS

Without exception, the schools rate the cooperation they receive from the community and business as good, very good, excellent, or perfect. One school noted that local business provides practice interviews for work experience students, another cited awards given by local businessmen to work experience students as an index of their enthusiasm.

In order to publicize their work experience programs generally, the schools reported using the following agents: newspaper releases (6), speaking engagements and personal contacts with professional and service organizations (5), advisory committee contacts (1), and brochures (1).

All the above means are also used in publicity directed toward recruiting employers to provide work stations, and in addition, one school runs an employer recruitment day.

The most often mentioned means of publicizing the program to the high schools was talks and visits by coordinators, deans, and counselors (9). Career days were also mentioned (5), as were brochures (3), high school counseling (2), parents' night (1), a film (1), a scholarship program (1), and a visit by high school seniors to the junior college (1).

Thirteen of the 18 schools keep a permanent file of the advisory committee meeting minutes and the yearly work experience education state reports.

PLANS FOR THE FUTURE

Thirteen schools reported plans to expand work experience education in the near future. The following Table lists the programs they expect to institute:

Table 21. PLANNED PROGRAMS

	Number	Percent Increase Over Existing Programs (see p.6)
Business and Distributive Education	9	50
Medical and Dental Assistance	6	100
Semi-Professional	4	133
Industrial and Technical	12	600

Three schools specifically indicated that they planned no expansion unless the state policy on reimbursement is changed to make more funds available for work experience education programs.

SUPERIOR PRACTICES IN JUNIOR COLLEGE WORK EXPERIENCE EDUCATION PROGRAMS

Junior colleges participating in the study were asked to share their ideas about practices which in their estimation were essential to an effective program of work experience education. Actual experience has lead the junior colleges to value certain factors, conditions, situations, and relationships as imperative for a successful program.

Enthusiastic support of the junior college administration is basic. A need for work experience education programs must exist. Determining how the junior college can best satisfy this need is a cooperative problem which requires assistance from representatives of the community. The program must be financially sound in order that all essential elements of the program can function. It is obvious that the programs must be conducted around plans and procedures that are educationally sound.

The superior practices are identified by eight major headings. Each of these headings represents essential elements of quality programs. The rationale which follows each heading is based upon the views of a number of junior college representatives who have had experience in conducting work experience education programs. Practices which have been developed with due regard for these principles were thought to be superior practices.

1. Select Qualified Coordinators

The coordinator should be a member of the faculty who has had a number of years of successful teaching experience and who has had also an adequate background of occupational experience in jobs which are related to the work experience program.

Some institutions believe that an administration credential is the mark of a qualified coordinator. All seem to agree that the coordinator should have had a past history of continuous professional self-development, exemplified in many ways. Occupational specialization is necessary for proper coordination but should be based upon a broad background of educational achievement and understanding.

The coordinator should be well acquainted with the world of work in general and possess special knowledge and understanding of the occupational structure of the expanded community in which the junior college is located. One institution advocated that the potential coordinator should be provided with time to become familiar with the occupational community. There are many advantages in having a person who is well known, accepted, and respected in the community.

Much depends upon the personal qualities of the coordinator, particularly those qualities which have a bearing upon his relationships with others, because much of his work must be accomplished in cooperation with other people. The coordinator must be able to adapt to many varying conditions and situations.

2. Establish Good Community Relationships

Procedures must be developed so that the community understands the program of work experience education and its benefit to the community. In general the ordinary public information media serve adequately to inform the public.

Work experience education programs involve the community more directly than many other in-school programs. The necessity of developing an "informed" community with respect to work experience education is imperative.

The junior colleges were keenly aware of the importance of such relationships and urged that continuous attention be given to the problem by utilizing media which a junior college has found to be effective.

3. Develop Sound Working Relationships With Employers

The employer provides work stations and on-the-job supervision. Cooperation and participation by the employer is of vital importance to the success of the work experience program. Employers must, therefore, have full knowledge of the objectives and the plan of operation of the program if they are to be an integral part of it. Their cooperation and participation must be actively sought, for this one element can cause a program to succeed or fail. New employers should be recruited and oriented to the program to provide variety in work stations and to make room for expansion.

Good lines of communication should be established between coordinator and employer, and student and employer; this provides an ideal relationship for feedback.

4. Utilize Properly Constituted Advisory Committees

The advisory committee provides the work experience education program with its strongest channel of communication between the school and the cooperating community. It is also extremely useful in establishing and building a work experience education program that will meet the community and student needs and provide in addition the flexibility necessary so that the program will change as the community's needs change.

Effective ways in which advisory committees can be established and utilized are:

(a) Have a separate advisory commitee for each work experience education program in operation.

(b) When the advisory commitee is formed, it should be informed on the total work experience education program. This may be accomplished in part with an advisory committee handbook.

(c) The committee should include employee and employer representatives. If possible former students should be on the committee.

(d) The committee should not be too large so as to become cumbersome, but it may be desirable to have it large enough to have subcommittees working within the committee.

(e) Meetings should be called when necessary.

(f) The meetings should be planned around a well organized agenda.

(g) Members should be given specific duties, but care should be taken in the assignment of the number and types of duties.

(h) Members should be kept informed of new developments in the work experience education program and of all school activities relating to that program.

(i) The advisory committee should be advisory in capacity rather than administrative.

(j) The advisory committee should assist in the planning, revision, and operation of the work experience education program.

5. Plan Educationally Effective Work Experience Programs

Plans for the total work experience program--class experience and job experience--must involve activities which are challenging to the student and directly related to the goals of the program. Keeping a work experience program educationally effective requires continuous evaluation and adjustment in order to reinforce learning in both phases of the program. The job experience should motivate the student to study in the classroom. The student should find in the classroom experience direct applications and relationships to the job experience.

Some of the practices suggested by the junior colleges to keep the program educationally effective are:

(a) Keep the entire program vocationally oriented.

(b) Do not overload a curriculum with unnecessary courses and course materials--keep the training directed toward the specific purposes of the program.

(c) Prepare a syllabus for the course.

(d) Provide full-time summer employment for students in work enrolled in work experience education programs.

(e) Select work stations which will give students an insight into future vocations.

(f) Emphasize human relations and utilize recent research and summaries of practice in human relations.

(g) Provide class time to discuss work problems and to write papers on job related situations.

(h) Discuss case studies and student experiences in class.

(i) Develop semester projects about one phase of the work the student is doing; this gives the student a better perception of his job and its relation to the larger occupational field.

(j) Provide for variety in work experience jobs.

(k) Be sure that supervision on the job is adequate.

6. Establish Criteria for Student Selection

One of the most important functions of a successful work experience education program is the selection of students who will participate in the

2

program, and the placing of these students in appropriate work stations. The proper matching of students to the work stations will go a long way in producing a successful program. The students placed represent the school to both the employers and the consumers in the community, making it imperative that the school establish and maintain a system of selection which will insure a continuing and acceptable program.

Some criteria for the selection of students who will participate in the work experience education program are:

(a) Selection should be under the supervision of the instructors and coordinators, based upon recommendations and interviews.

(b) The candidate should have good health, good attendance, and good personal habits.

(c) Require the student to be enrolled for at least one semester before placing him in a work station. This gives an opportunity to observe and evaluate the student before acceptance and placement.

(d) A minimum of 10 units of on-campus work is desirable.

(e) A petition for credit in work experience education must be initiated by the student with his counselor.

(f) The student should be majoring in the area in which he is seeking work experience education credit.

The requirements for work experience education should be printed in the school catalog. This makes it a school policy, is an aid to the counselors, and communicates the criteria to the students.

7. Provide for Flexibility

Uniformity in fundamental practices for all work experience education programs needs encouragement and development on a state-wide basis. However, individual programs must not lose their flexibility. They must be able to adjust to changing community and occupational requirements and to the specific needs of students. Individual programs must have built into their structure a format enabling the program to grow in a dynamic fashion with due regard for situational and environmental problems arising from the work experience.

Although the junior colleges were not entirely specific about the details of flexibility desired, it is evident that:

(a) Real case studies from current student experience should be explored by individuals and small groups.

(b) Students should have frequent opportunities to discuss their particular work experience problems with the coordinator.

(c) Adjustments in either the school or work experience parts of the program should be made when needed.

(d) Any tendency of a program to become shackled by its plan must be avoided.

8. Maintain an Objective Evaluation System for the Program

The final test of a work experience education program is whether the student can in fact enter employment upon completion of the training, and can make progress on the job. However, evaluation of the program cannot rest on such evidence alone. Provisions must be made to determine the extent to which work experience programs reach all of their stated objectives.

Evaluation in work experience education is not confined to "end of program" activities but must be derived from a variety of on-going measurements by which progress may be determined. Some of the elements of evaluation to be provided in the system are as follows:

(a) Records of regular student-employer interviews about job progress.

(b) Records of coordinator-employer conferences about over-all program and individual student progress.

(c) Records of coordinator-counselor-teacher conferences with student concerning in-school program.

UNIQUE PROGRAMS

All of the programs surveyed were unique with respect to the school and the community served. A few programs by their nature deserve mention, however, in that they have some characteristics that other schools may wish to employ in their work experience education programs. Following are some of these unique programs discovered in the survey.

1. One program, entitled "Student Supervisors," offers work experience to 280 students in the one program during the 1962-63 school year. These students are employed by the principals in the elementary, junior high and high schools in the area as teacher's aids and playground supervisors. The students involved in the program are pre-teaching majors and work directly under the supervision of a certificated teacher. One of the essential characteristics of this program is that the students must be mature enough to handle younger students. The program is partially financed out of the Community Service Funds. The more outstanding students are carried over to summer jobs in recreation and summer camp counseling. The program speaks well for itself in that a high percentage of the students go on to become teachers. The program also provides the teachers of the district with assistance that enables them to concentrate more particularly on teaching.

2. Another school employs a non-certificated person as its placement officer. She also locates work stations for the work experience education program. The instructor-coordinator in the program must then evaluate these work stations for possible placement of a work experience education student. Having placed a student, the instructor-coordinator takes over entirely and is responsible for visitations of the student on the job. This practice frees the instructor from a lot of "leg work" and permits her to spend more time in the classroom and on work experience education. It has thus reduced the cost of the program.

3. In a 20-hour-a-week program in electronics, a two-student team fills one job, one student working four hours a day mornings, the other working four hours a day afternoons. The work station is thus filled 40 hours a week. This overcomes the employers' objection to scheduling part-time work experience which necessarily entails a work station idle part of the time. In this program the student is also employed full time in electronics during the summer months between the first and second year. The student meets with the coordinator one hour a week during the school term while he is enrolled in work experience. At the end of two years the student has combined the actual work from the work experience program with his school training and has profited from the combination. The program is operating successfully.

4. An unusual work experience education program was found in the area of Social Welfare. To qualify, the student must first satisfactorily complete one year in the college, during which time he must be enrolled in

sociology courses. Since the program only accommodates nine or ten students, the candidates are interviewed by a psychologist to determine whether they are mature enough to participate in the work experience education program.

Students are encouraged to continue their education, but the program also offers the individual an opportunity to decide whether or not social work will be attractive as a vocation.

5. One of the schools has three programs of work experience education enrolling 100 students. The programs are Medical Assisting, Dental Assisting, and Distributive Education. Work experience education has become an integral part of the training in these major fields of study and its contribution to the student's education has been recognized. There are waiting lists of students who want to participate, which indicates the popularity of the programs. The school has been successful in encouraging industry and business to participate. One program has been operating for 17 years, another for 12 years, and another for 9 years. The success of these programs over the years indicates the value placed on work experience education by the school and the business community.

PRINCIPAL DIFFICULTIES ENCOUNTERED IN JUNIOR COLLEGE WORK EXPERIENCE EDUCATION PROGRAMS

Difficulties encountered in conducting work experience education programs arise from situations which tend to be local in character and which differ from institution to institution--no one difficulty was reported by all junior colleges as a common problem. Five of the junior colleges indicated that they had no particularly significant problems over and beyond those normally encountered in day-to-day affairs. Only two institutions reported any difficulty in scheduling work experience, one had transportation problems due to bus schedules, and one reported minor misunderstandings in connection with coordinating its program with labor unions.

The principal difficulties listed below were reported by the cooperating institutions and are noted here as a means of indicating possible danger areas which could develop in any junior college.

1. The program tends to lack status in the junior college.
2. The junior college faculty may not understand the nature, objectives, and importance of work experience education.
3. Lines of communication among coordinators, instructors, and employers may not function properly.
4. Coordination of the program may require more time than is provided.
5. Government contracts prevent some employers from participating in work experience programs. Dependence upon government contracts may cause job instability.

6. It can be difficult to find enough adequate work stations.
7. Advisory committees may not function properly.
8. Unqualified students may be placed in a program if the screening process is inadequate.
9. Employers encourage good students to work full-time and they drop out of school.
10. It may be difficult to develop student interest in the program.
11. It is hard to convince employers that students should be rotated through a variety of jobs.
12. Insufficient correlation of work experience and classroom work may develop.

OBSERVATIONS BY THE INTERVIEWERS

1. The number of Trade and Industrial work experience education programs is small. Trade and industry is a field that lends itself easily to work experience education, and some schools have the facilities available for such programs, but apathy or the lack of finances or supervisory personnel has kept them from developing such programs.

2. A number of schools reported that the method of reimbursement through ADA has caused them to reduce their programs and has kept them from expanding their present programs. Other schools reported that any funds for work experience education would have to come from some other program since the school budget was limited. More schools would undoubtedly develop new programs and expand present ones if adequate funds were readily available to finance them.

3. There is wide variation in operating practices employed by the schools in their work experience education programs. Time for coordination is inadequate in many cases. The coordination time devoted to work experience education ranged from two hours a week in some programs to 15 hours a week in others. Some schools had well-organized advisory committees that worked efficiently with the school personnel, while other schools had very weak advisory committees, and still others had no advisory committees for their work experience education programs at all.

4. The scarcity of enthusiastic, qualified, credentialed, and experienced supervisory personnel for coordinating work experience education programs in all areas has hampered the development and growth of work experience education in some schools, but this is only one of the reasons. Too frequently, a lack of enthusiastic administrative leadership was observed: there is a tendency to cling to the status quo--since everything seems to be operating smoothly, let it alone. This kind of program does not perpetuate itself, but needs active and continual leadership. Once the program is allowed to coast it can deteriorate quickly.

5. Some coordinators and administrators were not familiar with the State Department of Education requirements for the operation of work experience education programs. This lack of information has hampered the development and growth of work experience education in their schools.

6. The services of the State Department of Education with regard to work experience education have not been utilized by schools to aid in the development of their programs. These services must be requested by the schools.

SUGGESTIONS FOR ORGANIZING AND CONDUCTING WORK EXPERIENCE EDUCATION PROGRAMS

Too often schools have all the necessary requirements for offering a good work experience education program, but fail to do so because they do not know how to go about setting up such a program. On the other hand, some schools actually have such a program in operation, but have failed to formalize it to the point where the college and the students are able to enjoy the full benefits of work experience education.

Part of the following material has been adapted from the Handbook on Work Experience Education (Preliminary Edition), State Department of Education, Sacramento, California, 1959 (now out of print), and part has been gleaned from the data accumulated from the survey. Perhaps the first and strongest recommendation that can be made to any junior college considering the establishment of a work experience education program is that it communicate with the Vocational Education Section of the State Department of Education, and the Bureau of Junior College Education.

THE STEPS TO BE TAKEN IN PLANNING A WORK EXPERIENCE EDUCATION PROGRAM[1]

1. Determining Personnel Needs

Any school district planning a work experience education program should make adequate provision for personnel to operate it. The need for both the supervisory and clerical personnel should be determined, qualifications of supervisory personnel should be decided upon, and general determinations concerning their work load should be made.

a. What Supervisory Personnel Are Needed?

Providing personnel for general supervision and coordination is of primary concern. The individual employed in this capacity is usually designated "coordinator." He is the key person in the program and should be given recognition as a member of the supervisory or guidance staff.

The number of individuals employed for coordination varies according to the size of the district, school, or program. School districts in which work experience education programs are operating in several schools may find it necessary to employ a coordinator for general supervision of all programs. In some small schools, or in schools with limited work experience education programs, coordination may be a part-time activity of a teacher in one of the vocational programs, or of a member of the supervisory or guidance staffs.

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[1] This section has been adapted from the Handbook on Work Experience Education (Preliminary Edition), California State Department of Education, Sacramento, California, 1959.

b. What Qualifications Should a Coordinator of Work Experience Education Possess?

A school district which is considering an individual for the position of coordinator should consider the following points:

1) The experience he has had as a wage earner in a business or industry, or in owning and operating a business or industry.
2) His educational background.
3) His teaching experience.
4) His affiliations and community contacts and the community activities his avocational interests take him into.
5) His ability to get along successfully with many individuals.
6) His reputation in the community.

c. What Should Be the Work Load of the Work Experience Education Coordinator?

It is generally believed that to assure adequate staff time for the operation of work experience education, assignments of coordinators should not exceed, on a full-time equivalent basis, 75 to 100 students in general and vocational programs. It is recognized that local conditions and the demands of program expansion will necessitate adjustments in these ratios. In a beginning program, however, it is particularly important that the number of students not exceed the optimum.

Many factors must be considered in determining the coordinator's work load, most importantly,

1) What kind of work experience education is to be conducted?
2) Is placement of the students made by the coordinator or by some other assigned person or agency?

3) What is the distance traveled by the coordinator between school and students' work stations?
4) How many different employers must the coordinator visit?
5) Is the amount of secretarial help allocated to the coordinator sufficient to handle the work experience education program?
6) Will the coordinator teach the related class?
7) How much assistance will the community advisory group provide?

d. What Clerical Assistance and Office Accommodations Are Needed for a Work Experience Education Program?

Adequate clerical assistance should be provided. This is particularly true because of the large number of forms involved in these programs and the amount of time required in handling and processing them. Because secretarial time costs less than the coordinator's, the provision of adequate secretarial service for the work experience education staff has been found to be sound economy.

The work experience education program should have sufficient office space to house supervisory and clerical personnel. Arrangements should allow the coordinator privacy for individual conferences. There should be adequate space for files and records. Because of the extensive use of the telephone by work experience education personnel, it is advisable that the work experience education office have access to a direct line telephone or equivalent service.

2. Planning Related Instruction

Students' job experiences should be supplemented by and correlated with classroom instruction on a regularly scheduled basis, or by equivalent instruction scheduled at intervals throughout the semester. Such related instruction is part of the work experience education program and is usually given during the semester that students are working on a job. Providing such instruction is of major importance in planning work experience education programs. As plans are developed, decisions must be made concerning course content and instructional materials, types of projects to be assigned students if classroom instruction cannot be arranged, coordinators' or teachers' schedules, and classroom facilities.

a. What Types of Related Instruction Should Be Provided?

Classes in which related instruction for work experience education students is offered are of two general types: (1) work orientation classes in which students receive instruction concerning the meaning of work and discuss problems of a general nature related to their employment; or (2) classes that provide the student with specific skills related to the job he is performing. Other types of activities closely related to the student's work experience education that may supplement his on-the-job experience include written research projects and surveys on subjects such as selling techniques, public relations, and promotion.

b. What Should Be the Content of Instruction Related to Each Type of Work Experience Education?

The content of related instruction differs according to the objectives of each type of work experience education program. Instruction for General work experience education students will be primarily concerned with work orientation. The major objectives of instruction in the related class for students in vocational work experience education are the development of skill and understanding appropriate to the occupation the student is entering.

A great variety of subjects may be taught in classes in which work experience education students receive orientation to employment. Included among these are employer-employee relations, techniques of applying for a job, development of good work habits, personal appearance and grooming, assuming responsibility, occupational information, the value and use of money, the value of education, personal business, laws and regulations affecting the worker, Social Security, income tax, banking, insurance, housing, community service, and so forth. In addition to studying subjects such as those listed above, students in a class of this type should have every opportunity to make both oral and written reports of their experiences on the job.

Since the nature and objectives of the program have as their basis the needs of the students and employers concerned, a careful review should be made of these needs before the content of related instruction is finally determined. If an advisory committee has been established, it should be consulted concerning curriculum content.

c. How Shall Classes of Related Instruction and Working Hours Be Scheduled?

Classes of related instruction and working hours of the student can be scheduled in many ways, depending on the type of program, the needs of the students enrolled in it, the school schedule, and the demands of the employer. Students in general work experience education should attend a class of related instruction at least one period a week throughout the semester. Related instruction for those enrolled in the vocational program may be taken care of in the regular vocational classes. Special arrangements may occasionally have to be made. Coordinators should work with guidance personnel in arranging students' schedules so that time will be available for both related instruction and on-the-job experience.

Some of the procedures that have been used satisfactorily are the following:

1) A regular class period, scheduled to meet daily throughout the year.
2) At least once a week, the student's work time could be reduced by one or two hours to make it possible for a class to be held.
3) A class could be scheduled to meet one morning a week one-half hour before classes regularly start.

d. What Arrangements Should Be Made for Classrooms?

Adequate training facilities and equipment must be available to the student in the school classroom. This is particularly important for vocational programs. In such programs it is highly desirable for classrooms to simulate situations that the student will encounter on the job. An example of this type of arrangement would be the establishment of a "store unit" for use as a classroom laboratory in a merchandising program. For general work experience education, a regular classroom is usually adequate. A library of guidance pamphlets and occupational information could very well be built up as part of the work experience classroom.

3. Determining School Credit

When a work experience education program becomes an integral part of the curriculum, questions concerning the awarding of school credit, such as the following, arise: (1) the amounts of credit that a student may earn per semester for work experience education, (2) the total credits that may be counted for graduation, and (3) the verified hours of employment that must be completed for each semester hour of credit.

a. How Much School Credit May Be Granted for Work Experience Education?

Although there exist no regulations concerning the minimum amounts of credit that may be offered, the maximums have been designated by regulations of the State Board of Education, and appear as Section 115.22 of Article 13.1. Work Experience Education (Subchapter 1, Chapter 1), of the California Administrative Code, which follows:

> 115.22. School Credit. The district shall grant to a pupil for the satisfactory completion of Work Experience Education credit in an amount not to exceed:
>
> (a) In Junior Colleges, a total of 16 credit hours made up of one or a combination of two or more of the following types:
>
> * * *
>
> (2) For General Work Experience Education: Three (3) credit hours per semester with a maximum total of six (6) credit hours.
>
> (3) For Vocational Work Experience Education: Four (4) credit hours per semester with a maximum total of sixteen (16) credit hours.

These stipulations apply only to the actual work performed by the student on the job. The amount of credit granted for systematic related classes is not necessarily included in the maximum.

b. How Many Hours of Work Should Be Completed for Each Semester Hour of Credit?

The credit allowance recommended for the junior college is 1 semester hour of credit for an average of 5 hours of work a week performed throughout the semester (90 hours of work per semester per unit of credit).

4. Establishing an Advisory Committee

a. The Composition of an Advisory Committee

The choice of members for an advisory committee is determined by the type of work experience education program to be served. In general, membership on an advisory committee includes representatives of employer and employee groups within the community, representatives of governmental agencies concerned with work experience education, and representatives of the local chamber of commerce and other community organizations. School personnel in charge of work experience education also meet with this group. Some communities have developed successful advisory committees within the framework of the chamber of commerce or other business associations. It is extremely important that members of an advisory committee be individuals who have an understanding of and interest in the total educational program of the community.

Members are usually selected by the coordinator and the principal, with formal approval of the superintendent and board of education. Advisory committees vary in size but usually range from 6 to 10 members. The customary term of service is three years, with one-third of the members terminating their service each year.

Because a good advisory committee is composed of capable people who have many interests and responsibilities, its meetings should be infrequent, should follow a well-planned agenda, should open and close promptly, and should usually be limited to about one two-hour period of work. Dinner meetings are often found desirable. Meetings will generally be held at the school. An occasional general meeting at which students, parents, and employers describe their contacts with the program and their reactions to it will be found very useful. It has also been found desirable to hold an occasional meeting of the advisory committee with the board of education. During the planning period, the committee may meet approximately once a month; once a program is in operation, they may find that two to four meetings a year are sufficient.

b. The Specific Contributions an Advisory Committee Makes

An advisory committee provides the work experience education coordinator with one of his strongest aids and provides a major channel of communication between the school and cooperating employers. It makes it possible for the school to build a training program based on the training needs of the community and to keep such a program in line with changing needs. Specific contributions of an advisory committee are as follows:

1) Helps publicize the entire program in the community.
2) Helps to locate training stations.
3) Assists in setting up standards for the selection of students and work stations.

4) Helps to obtain classroom equipment and materials.
5) Helps in the establishment of standard employment practices for students.
6) Acts as a guide in problems concerning wages and hours.
7) Makes recommendations concerning courses of related instruction.
8) Helps the employer to solve specific problems.
9) Arranges special events such as student-employer banquets.
10) Determines a course of action on general problems that may arise.
11) Acts as a sounding board for new ideas.
12) Helps to maintain good community relations.
13) Assists in making community surveys.
14) Continually evaluates the entire program.
15) Provides information concerning areas in which employment opportunities are anticipated as well as concerning areas in which employment may fall off.

A clear statement of the functions and limitations of an advisory committee on work experience education should be set forth in the plan of operation for the program. It has been stated that: "Of greatest importance is the understanding that the committee is only advisory in character, and that its advice is to the board of trustees, to accept or reject. It has no administrative or policy-forming power. The good committee will make suggestions on policy and procedure, but the source of its authority is the local governing board."[1]

c. How Can the Success of an Advisory Committee Be Assured?

The value of an advisory committee depends largely upon the ability of the school representative to use it effectively. Several points should be remembered by those working with an advisory committee if it is to function successfully.

1) When an advisory committee is formed, it should be informed about the total operation of the work experience education program.
2) Since committee membership is on a purely voluntary basis, care should be taken to limit the number and types of tasks given to committee members. They should be given specific duties and problems however, so that they feel their efforts have been worthwhile.
3) Members should be allowed adequate time to complete their committee assignments.
4) Members should be kept abreast of current developments within the program, particularly those akin to their specific interests.

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[1] "Guide for Establishment and Conduct of Local Advisory Committees for Vocational Agricultural Departments," Sacramento, California: California State Department of Education, Bureau of Agricultural Education, September, 1954 (multilithed), p. 9.

5) Members should be kept abreast of all school activities relating to the program.

5. Developing the Plan of Operation

The California Administrative Code states that work experience education programs "shall conform to a plan adopted by the district and submitted to, and approved by, the State Department of Education." After the detailed planning for a work experience education program has been completed, a plan of operation must be prepared by the school district and adopted by the governing board of that district. This plan must then be submitted to the State Department of Education for approval.

a. What Shall Be Included in a Plan of Operation?

The exact nature of the plan prepared is the responsibility of the local school district; it will be written in a manner that is most appropriate for the particular type of program involved. However, it must set forth a systematic design that can be put into operation and should be sufficiently detailed to be completely understood by all concerned with carrying out the various activities involved in the operation of the program. As directed in the California Administrative Code, the following information must be included in a plan of operation for a work experience program.

1) A statement that the district has officially adopted the plan subject to approval of the State Department of Education.

2) A specific description of the respective responsibilities of the school, the pupil, the employer, and other cooperating agencies in the operation of the program.

3) A statement that the district will:

    (a) Provide appropriate and continuous guidance service to the pupils throughout their enrolment in the work experience education program.

    (b) Assign a sufficient number of qualified certificated personnel to direct the program and to coordinate jobs held by pupils with the school curriculum.

    (c) Make certain that work done by pupils is of a useful educational nature.

    (d) Ascertain, through the appropriate enforcement agency, that applicable federal, state, and local laws and regulations are followed.

    (e) Evaluate, with the help of the employer, work done by a pupil, award credit toward graduation for work successfully accomplished and enter pertinent facts concerning the pupil's work on the pupil's cumulative record.

    (f) Provide necessary clerical and instructional services.

Before submitting a plan for approval, a school district should make certain that the following information is included:

1) The date on which the local board of education adopted the plan.
2) A statement indicating the type of work experience education program(s) to be operated by the school(s) of the district and the goals of such a program.
3) Provision for assuring that all applicable Federal, State, and local laws and regulations will be followed.
4) Information concerning the amount of school credit that will be given, by type of work experience education program, if the district limits such credit to less than maximum.

5) An indication of the ratio between the hours to be worked and credit to be granted.

6) An indication of the number of students assigned to one coordinator.

7) A precise statement as to the administrative person to whom the coordinator should report.

8) A statement concerning provision for a related instruction class.

9) Information concerning any differences that will exist between those pupil qualifications specified in Section 115.23 and pupil qualifications required under your work experience education plan.

10) Provision for assuring that a school representative will work with employers in the selection of work stations and that work stations will be selected and approved according to the criteria set forth in the California Administrative Code, Section 115.26, Selection of Work Stations.

11) A statement concerning the part played by an advisory committee, if such a committee is in operation.

12) A statement concerning the location of the coordinator's office and the hours at which he may be reached.

All individuals concerned with work experience education--teachers, administrators, advisory committee members, students, parents, and employers--should be provided with a copy of the plan in order to assure complete understanding of all facets of the operation of the program.

b. When and to Whom Shall Plans Be Submitted for Approval?

Plans of operation for work experience education programs and requests for their approval must be submitted to the State Department of Education at least one month prior to the date on which it is planned that operation of the program shall begin. Requests from junior college districts should be sent directly to the:

Chief, Bureau of Junior College Education
California State Department of Education
721 Capitol Avenue
Sacramento 14, California

When notice of approval has been received from the Department of Education, the college district should file a copy of the plan with the office of the county superintendent of schools. An annual notification must be made to the Department of Education that the school will continue the program, if such is the case. This notification should be received by July 1. It should be accompanied by a statement such as: "We are continuing to operate under the plan submitted under date of____________________."

c. How Shall Amendments to a Plan Be Handled?

When a college district desires to make amendments to its plan of operation of a work experience education program, such amendments must be adopted by the governing board of the college district and submitted to the Department of Education for approval.

6. Orienting School Personnel to Work Experience Education

One of the factors necessary to the success of a work experience program is that school personnel hold a favorable attitude toward it. Such an attitude can be assured only when all members of the administrative and teaching staffs are completely informed on the basic philosophy of work experience education and the nature of its operation. As a work experience education program is being planned, particular attention should be given to providing complete information concerning the program to guidance personnel and to all personnel concerned with planning students' schedules.

7. Building up Interest in Work Experience Education

Many of the procedures used in conducting a community survey prior to putting a work experience education program into operation do much to arouse interest in it. However, after a school district has decided to establish a program, additional steps should be taken to build up further interest among employers, students, and school personnel.

a. Employers

A school district may deem it advisable to carry on, before or concurrently with the community survey, an intensive campaign to promote the work experience education program. Such a campaign would include newspaper, radio, and TV publicity; talks by school personnel before civic, business, and social groups within the community; and the distribution of brochures and leaflets describing the program. Interviews held with employers would serve as an important part of such a campaign.

b. Students and School Personnel

Assembly programs of the type mentioned previously serve the dual purpose of determining student interest and acquainting school personnel and the student body with the proposed program. Panel presentations or addresses by local business people may also be used. Such programs should be well publicized, and all members of the administrative and teaching staffs should be urged to attend. Guidance personnel should be urged to inform students on this program as they counsel them and help them to plan their courses. Brochures describing the program should be placed in the library and in the counselor's office, and posters or other forms of announcements may be placed on bulletin boards at strategic points throughout the school.

FORMS OF ORGANIZATION

The following charts represent composites of the organizations of various programs being offered by schools included in the survey. Figure 12, Organization of a Full Program, shows a full-time coordinator in charge of each major area in the work experience education program.

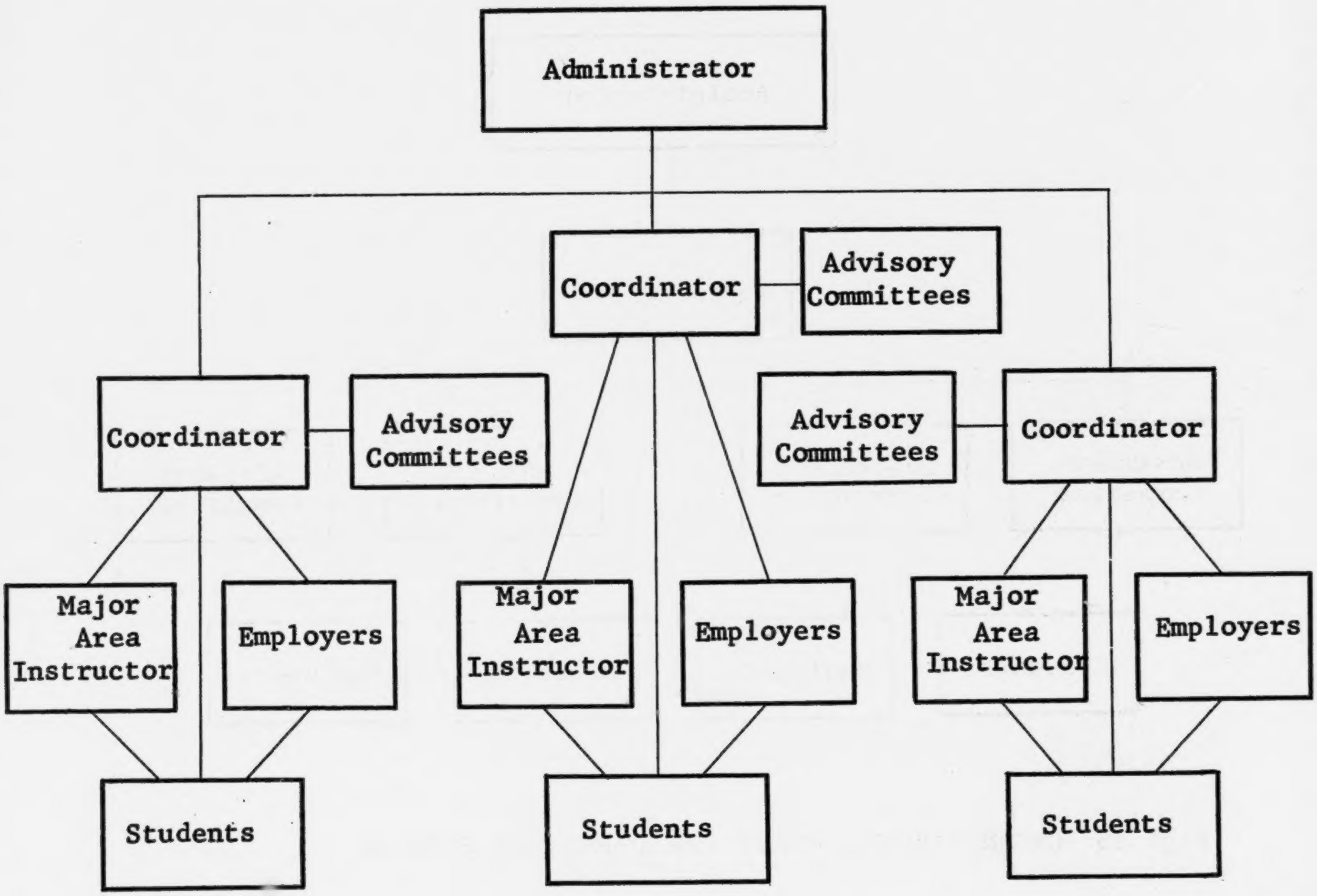
Administrator
Coordinator
Advisory Committees
Coordinator
Advisory Committees
Advisory Committees
Coordinator
Major Area Instructor
Employers
Major Area Instructor
Employers
Major Area Instructor
Employers
Students
Students
Students

Fig. 12 ORGANIZATIONAL CHART FOR A FULL PROGRAM

As the program expands into other areas, additional coordinators could be added to the staff.

Figure 13, Organization for a Modified Program, illustrates one full-time coordinator in charge of all the programs. In this type of program the instructor-coordinator would have to be released from some portion of his teaching time, since he will be assuming a part of the coordination responsibility.

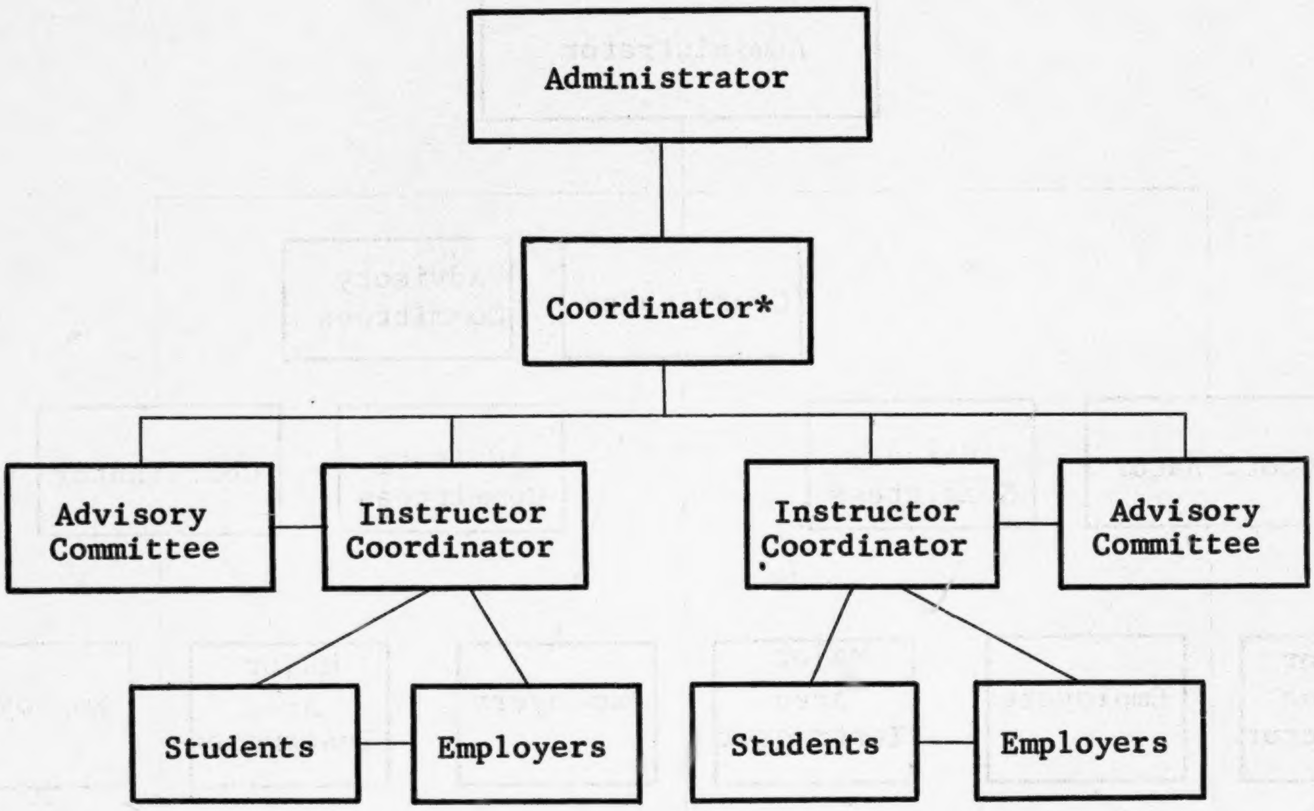
Administrator
Coordinator*
Advisory Committee
Instructor Coordinator
Instructor Coordinator
Advisory Committee
Students
Employers
Students
Employers

Fig. 13 ORGANIZATIONAL CHART FOR A MODIFIED PROGRAM

*The coordinator in this form of organization is also quite often the Placement Officer.

In Fig. 14, all the duties of the coordinator are assigned to the major area instructor.

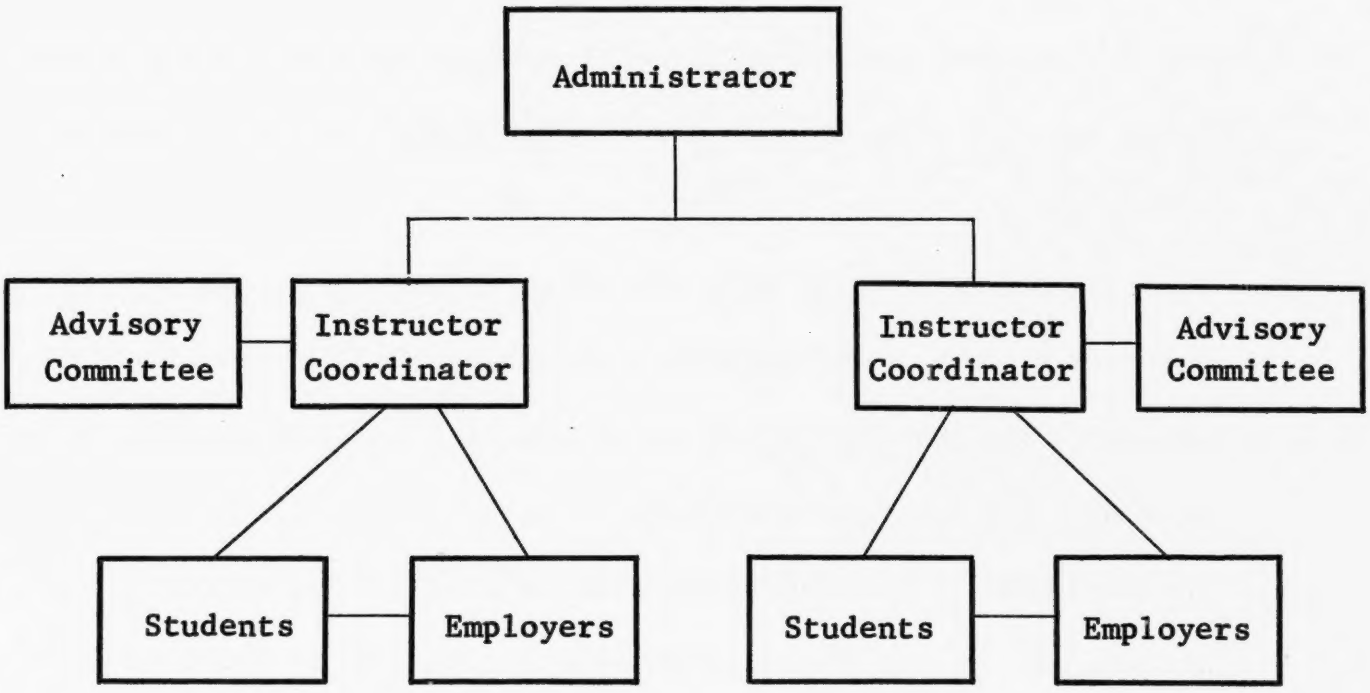
Administrator
Advisory Committee
Instructor Coordinator
Instructor Coordinator
Advisory Committee
Students
Employers
Students
Employers

Fig. 14 ORGANIZATIONAL CHART FOR A LIMITED PROGRAM

Duties of Coordinator:

1. The coordinator is responsible for the development of good, active employer cooperation and participation.
2. The coordinator organizes the advisory committee and conducts the meetings.
3. He helps set-up work stations, along with the advisory committee as a whole or with individual members.
4. The coordinator interprets the function of the employer in the program as well as the responsibility involved, so the employer is fully aware of his role in the program.

5. Regular visits are made to the students on the job for progress checks, as well as for work station evaluation by the coordinator.
6. The coordinator is responsible for the provision of adequate supervision on the job by the employer.
7. The coordinator should be aware of changes in the community that might reflect changes in the work experience education program in the future.
8. The coordinator, along with the advisory committee, major area instructor, and administration, should evaluate the work experience education program periodically to see if it is functioning properly and meeting the objectives.
9. The coordinator is responsible for keeping adequate records on attendance, grading, and annual state reports, or for seeing that this is done.

Duties of Major Area Instructor:

1. Works with the coordinator in developing good, active employer ccoperation and participation, and in employer recruitment to the program.
2. Is responsible for coordinating classroom work with on-the-job training.
3. He counsels students in regard to work experience problems that they encounter, as well as with personal problems connected with their work.
4. He selects or aids in the selection of students for the work experience education program.

5. He works with the coordinator, advisory committee, and administration in the operation of the program and in the evaluation of the program.

Administration:

1. The administration should provide an ample budget for the operation of the work experience education programs.
2. The administration should provide ample time in the coordinator's work load for his coordination duties.
3. The administration should give the work experience education proper status and actively support the programs.

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B. ARTICLES IN PERIODICALS

Periodical articles dealing with work experience or cooperative education generally fall into two classes: (1) practical advice, based on first-hand experience and usually dwelling on a single aspect of the program; and (2) more comprehensive reports, either of a single program or of a survey of graduates or schools. The following articles are about evenly divided between the two kinds. Only one article dealing with a two-year college program specifically was encountered, and this concerned a technical institute.

Andrews, Margaret, and Marguerite Crumley. "Cooperative Business Education Programs," American Business Education Yearbook, XVI (1959), 334-352. Although this study is primarily concerned with business education, the discussion of the coordinator's functions, with which most of the article is taken up, is valuable and pertinent to all vocational work experience programs. The authors list the coordinator's multifold duties and offer numerous practical suggestions for their fulfillment. The section on the necessity of interpreting the program to the community (pp. 338-340), with its examples of working through existing community organizations, is of particular interest.

Brown, Clifford. "Cooperative Education: the Extended Classroom," Junior College Journal, XXXI (September, 1960), 22-24. The author is the Director of the Bureau of Field Services at the Mohawk Valley Technical Institute, Utica, New York. His article is a report of the Institute's experience with work experience education since the program's adoption in 1949. After an initial period of six months of classes, the MVTI program alternates two students at three months of work and three months of classes. At the time of writing, 120 students were on assignment at about 65 locations. Mr. Brown's report of the successful program at MVTI is clear and concise; more such reports of the experiences of individual schools with work experience education would be welcome.

Cottrell, Jonathan. "Recruitment of Training Stations," Business Education Forum, XVII (December, 1962), pp. 27-28. This article is of interest for its particular suggestions on a brochure to be given out to

prospective employers by the coordinator, the brochure to contain general information on the program, testimonials from participating employers, and case histories of individual students. The author reports of his experience with such a brochure that it "generated much interest and enthusiasm on the part of the businesses participating in the program. There is every reason to believe that the image of the distributive education program in the community has been greatly improved" (p. 27).

Crum, Dwight R. "Coordinator's Notebook," Business Education Forum, XIII (December, 1958), pp. 27-28. The author recommends the coordinator's keeping a notebook containing briefs of school policies, labor regulations, and employer responsibilities, as well as criteria for selecting and evaluating students. The notebook brings all the material immediately to hand when the coordinator calls on businessmen; it should also provide the coordinator with forms for keeping records of the program.

Fairbank, Roswell E. "Cooperative Work Experience for Business Teachers," Business Education Forum, XIV (March, 1960), pp. 21-22, 36-38. The article indicates how preparation and publicity contribute to the success of a work experience education program. The section, "Organizing Employers," details step by step arrangements for the establishment of a work station. Mr. Fairbank notes that the approach "through top management was more successful than the approach through operating personnel" (p. 21). On the whole, Mr. Fairbank's approach seems more "employer-oriented" than is the usual program, but that may be a reason for its success.

Hudson, Maude A. "A New Approach to Coordination," American Vocational Journal, XXXV (December, 1960), pp. 20-23. Starting with the idea that "the success of a cooperative program is in direct proportion to the thoroughness of the training the student receives on the job, this article explains a method for improving supervision of the student on the job. A "sponsor," an experienced regular employee, is selected by the participating employer to work closely with the student. These sponsors meet regularly in a group with the coordinator to discuss the program. Out of these meetings come improved training and supervisory techniques, plus improved understanding between the school and the employers. All parties benefit individually as the program facilitates the efficient operation of the whole work experience. A detailed list of suggestions for instituting a sponsor development program is included.

Leeming, Arthur. "Work Experience Education and Curriculum Planning," California Journal of Secondary Education, XXXIV (1959), pp. 408-413. Mr. Leeming indicates how a work experience education program may develop haphazardly through inadequate planning and he suggests several points to focus upon in preparing such a program.

Lyons, Edward H. and Donald C. Hunt. "Cooperative Education Evaluated," Journal of Engineering Education, LI (1961), pp. 436-444. "Cooperative Education Evaluated" is a summary of a study of cooperative education in colleges and universities made under the auspices of the Thomas Alva Edison Foundation in 1959. The study compared the reactions and experiences of cooperative students with non-cooperative students, and included opinions

of cooperating businesses and schools. The study confirms the usual estimate of the values of cooperative or work experience education, namely that theory and practice are more closely integrated, that students are therefore more strongly motivated in their class work, and that their understanding of people and of the meaning of employment is increased. The study indicates that the schools themselves also benefit: "A number of the colleges find cooperative education providing greater recognition by the community of the services the colleges are rendering to it and thus furnishing an additional basis for moral and financial support for the colleges from the community" (p. 441). The committee recommended that primary attention be given "to a close and responsible relationship between the employer and the college in the planning of work experiences, in the selection of students qualified to undertake the job assignment and in maintaining a relatively stable level of cooperative employment through the fluctuations of the business cycle" (p. 443). In addition the committee found that if varied and flexible, rather than set and rigid, the program is more likely to be a successful one.

Mosbacker, Wanda. "Women Graduates of Cooperative Work-Study Programs on the College Level," Personnel and Guidance Journal, XXXV (1957), pp. 508-511. Miss Mosbacker's study compared women graduates of cooperative colleges to those of non-cooperative colleges, by means of a questionnaire mailed to the graduates. The findings are in line with the consensus of those who are familiar with work experience programs, except that the percentage of positive responses to the items "Increased interest in classwork as a result of cooperative experience" and "Increased interest in chosen course of study," though large, were less than might have been expected, being on the order of 50 percent. The largest positive response (92.5 percent) was to the item "Provided a clearer understanding of the working conditions and discipline required in business and industry." This developed understanding appears further in the fact that "the cooperative graduates made very few changes of jobs during the first two years after finishing college" (p. 511).

Stewart, Nathaniel. "Cooperative Education Path to a Career in Engineering and Science," School Science and Mathematics, LVII (1958), pp. 175-180, esp. p. 179. Although this article reports the cooperative education arrangements initiated by an employer (the Bureau of Ships), the section on counseling suggests procedures useful in any work experience education program. Of particular interest is the list of publicizing and advising functions prior to the student's entering the program. In addition to assembly programs and brochures to arouse the students' interest, high school principals, counsellors, and instructors, and parents are all contacted to gain their interest and support for the program.

Walker, Arthur L. "Cooperative School Business Programs," American Business Education Yearbook, XVII (1960), pp. 326-337. This article stresses the necessity for an evaluation of the student's experience by his coordinator, by his employer and by the student himself. Each will emphasize different aspects of the training, and Mr. Walker suggests that an over-all evaluation must include the views of all three to be completely valid. Sample evaluation forms for use by each party are included.

C. MATERIALS PUBLISHED BY THE SURVEYED SCHOOLS

Chabot College, San Leandro:

Catalog for 1963-1964, p. 40, Merchandising; p. 52, Medical Assisting.

Brochure on Merchandising.

Cerritos College, Norwalk:

Brochure on Dental Assisting.

Chaffey College, Alta Loma:

Catalog for 1963-1964, p. 100, Merchandising; p. 105, Office Training; p. 108, Dental Assisting.

College of Marin, Kentfield:

Catalog for 1963-1964, p. 103, Business; p. 107, Merchandising.

Contra Costa College, San Pablo:

Catalog for 1963-1964, p. 51, Business; p. 56, Dental Assisting; p. 84, Social Welfare.

Hartnell College, Salinas:

Catalog for 1963-1964, p. 80, Business.

Modesto Junior College, Modesto:

Catalog for 1963-1964, p. 100, Business; p. 193, General Work Experience.

Orange Coast College, Costa Mesa:

Catalog for 1963-1964, p. 81, Electronics; p. 132, Business; p. 169-170 General Listing.

Pasadena City College, Pasadena:

Catalog for 1963-1964, p. 7, General Description; pp. 297-298, general listing of all programs.

A Manual for Organizing and Using Advisory Committees.

A Study of Graduates: Class of 1962.

The Work-Study Program at Pasadena City College (1958)

The Work Study Program (a Guide)

Occupational Relations: Course Outline

Learning While Earning (Descriptive Brochure)

Sacramento City College, Sacramento:

Catalog for 1963-1964, p. 93, Business; p. 98, Dental Assisting; p. 133, general listing on work experience.

San Diego City College, San Diego:

Catalog for 1963-1964, p. 111, Business; p. 154, Medical Assisting.

Brochure on Dental Assisting.

Brochure on Merchandising.

San Joaquin Delta College, Stockton:

Catalog for 1962-1963, pp. 142-143, general listing for work experience.

Follow-up Study, (1961 graduates)

"Earn While You Learn" (leaflet)

"Employers and Educators Conference" (program)

Santa Ana College, Santa Ana:

Catalog for 1963-1964, p. 61, Merchandising.

Santa Rosa Junior College, Santa Rosa:

Catalog for 1963-1964, p. 106, Merchandising.

Shasta College, Redding

Catalog for 1963-1964, p. 61, Merchandising; p. 62, General.